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ABSTRACT

Achieving Dialog, a model course in dyadic communication for close relationships, is described and presented as a new course for the counseling/human development curriculum. Research findings from a comprehensive evaluation of the Dialog course are summarized. The societal need for the course is indicated, and the educational challenge to counselors is pointed out. The paper suggests that a complementary relationship can exist between Achieving Dialog and the Interpersonal Communication course offered by many Speech departments. Both courses are seen as desirable if students are to attain a reasonable level of dyadic communication competence. Appendices contain materials used in the Dialog course, a bibliography, and an abstract of the study which evaluated the course. (Author)

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A NEW COMMUNICATION COURSE FOR THE COUNSELING CURRICULUM: ACHIEVING DIALOG

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A New Communication Course for the Counseling Curriculum:
Achieving Dialog

by Jack Seiquist, Ed.D.

One-to-one communication in close relationships is the focus of a new course which is now available for adoption by interested counselors. Achieving Dialog is a course designed to teach students about the nature of dialog and its essential elements through face-to-face, one-to-one communication training and through reading and discussion of the literature concerning dyadic communication, dialog, and friendship. Three "Dialog skills" are presented as the key to improved communication: (1) listening to oneself: self-awareness + self-disclosure: (2) expressing oneself clearly: communicating effectively; (3) listening to the other person: accurate, empathic responding. The practical intent of the course is to enable students to expand their repertory of dyadic skills, improve the way they communicate, and gain greater satisfaction in their close relationships with a "partner"--a spouse, family member, friend, relative, neighbor, or co-worker.

In response to a perceived societal need for improving dyadic skills, Achieving Dialog was designed at West Valley College by a speech instructor, Tim Hegstrom, and by a counselor, Jack Seiquist, who actively developed the course during 1974-1979. Recently the Dialog course was subjected to a comprehensive evaluation (Seiquist, 1979). Results of the evaluation were positive, as indicated by the fact that twenty-eight professional educators in the fields of student personnel and speech communication gave the course a mean rating of "above average" appropriateness for the curriculum of higher education. Students reported that the course was effective in aiding them to attain stated goals. Suggestions from both professionals and students led to an improved course description/study guide. (See Appendix A.) Students stated their satisfaction with the course and reported its practical usefulness in their daily lives. Statistical analyses of findings from an experimental research design indicated that the Dialog course contributed to

increased self-actualization, as measured by the Personal Orientation Inventory (Shostrom, 1963), and increased dyadic communication competence, as measured by the Interpersonal Communication Inventory (Bienvenu, 1974).

The "heart" of the Dialog course is its statement of goals, which are both affective and cognitive in nature. (See Appendix A, page 2.) Adopting the course, in essence, means "buying" the goals. To attain these goals, the individual counselor can best design objectives and learning activities which suit his or her particular approach, training, and expertise. However, as stimulus materials, this article includes the objectives and learning activities that were developed for the Dialog course by the author. (See Appendix A, pages 4-9.)

The Dialog course is a contribution to the human development curriculum, which, as Terry O'Banion (1974:27) points out, is "the proper curriculum of counselors." Among the major objectives of human development courses, according to O'Banion, are encouraging personal growth and development, creating a supportive environment where students can learn skills in communication with others, and planning personal change.

The need for dyadic communication competence is widespread and educationally significant. Alvin Toffler (1970:416), for example, noting the rapid rate of human turnover, says that "education must help people to accept the absence of deep friendships, to accept loneliness and mistrust--or it must find new ways to accelerate friendship formation." By whatever means, "education will have to teach us to relate." K. Patricia Cross (1976:19-20) states that "our ability to deal with human problems is our primary problem as a society." To respond to this problem, she sees the need to educate a cadre of experts in human services by means of a "curriculum for excellence in human relations." In addition, and almost

as important, there is a parallel need for a "curriculum for adequacy in interpersonal skills." Her perception is that "people are telling us in all kinds of ways that they feel inadequate in their personal lives to relate appropriately to co-workers, family, and friends." Speaking to college officials about the sexual patterns of students, Eleanor Macklin notes several attitudinal and behavioral changes and stresses both the need for communication skills and the importance of the underlying relationships between persons. Students need not only explicit modeling but also practice in interpersonal skills. Macklin (1976:231-232) is especially concerned that students learn:

> ...all those basic interpersonal skills so central to a capacity for mature intimacy...like how to listen to and understand another's feelings; how to get in touch with one's own feelings and share them with someone else; and how to deal with the conflicts that are bound to occur in any relationship.

The challenge is clear. Counselors can respond to this challenge by means of the Achieving Dialog course. Counselors can provide both instruction in dialog and training in effective one-to-one communication.

Who, I ask, is better qualified than a counselor to teach dyadic communication and dialog? Who is better prepared to teach self-awareness, self-disclosure, and empathic listening? Who is more able to model sensitive, deeper-level communication? Due to their professional training, counselors, in my opinion, have a unique background and special qualifications to teach dyadic communication and dialog. By teaching classes within their areas of expertise, counselors are thus capable of meeting important---even critical--student needs.

Some counselors may wonder how Achieving Dialog relates to the Interpersonal Communication course offered by many Speech departments. At West Valley College, the Dialog course was introduced into the curriculum first. Then the Interpersonal course was developed to dovetail with Achieving

Dialog. (Dialog is offered as a transferable course by both the Counseling and Speech departments.) When Achieving Dialog is introduced at other colleges, interdisciplinary cooperation can work out the relationship between the two courses and can be a valuable learning experience for all concerned--with resulting benefits to students and faculty alike. (See Seiquist (1979:35-52) for a full discussion of the potential relationship between the Achieving Dialog and Interpersonal Communication courses.)

The position taken in this paper is that, if students are to attain an appropriate level of dyadic communication competence, there needs to be available in the communication curriculum a minimum of <u>two</u> complementary courses--somewhat like having two courses in freshman composition. It takes <u>time</u> to develop proficiency in basic skills! Thus, if competence in one-to-one communication is the educational goal, then both Achieving Dialog and the Interpersonal Communication course are proposed as valuable--even necessary--components of the communication curriculum of higher education.

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In the following pages, Appendix A contains the newly revised Course Description for Achieving Dialog. Appendix B begins with a Table of Handouts. The handouts themselves are then presented in numerical order. Permission is granted to utilize copyrighted material for classroom use only. Appendix C is a bibliography for Achieving Dialog. Appendix D is an abstract of the study which evaluated the Dialog course (Seiquist, 1979).

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APPENDIX A

WEST VALLEY COLLEGE
COUNSELING 25

JACK SEIQUIST
INSTRUCTOR-LEARNER

COURSE DESCRIPTION FOR ACHIEVING DIALOG ***

This course description is intended for you to use throughout the semester as a study guide and as a help for putting together your Dialog journal.

ACHIEVING DIALOG is a course designed to teach you about the nature of dialog and its essential elements through face-to-face, one-to-one communication training and through reading and discussion of pertinent literature.

We will relate the concept of dialog to the human experience of friendship. When learning skills, we will focus on improving your ability to use the basic communication skill of RELATING: that is, LISTENING, TALKING, AND INTERACTING WITH ONE OTHER PERSON.

THREE DIALOG SKILLS will be presented as the KEY TO RELATING:

1. LISTENING TO YOURSELF: Self-awareness + Self-disclosure
2. EXPRESSING YOURSELF CLEARLY: Communicating effectively
3. LISTENING TO THE OTHER PERSON: Accurate, empathic responding

During class meetings, in order to improve your ability to RELATE, you will engage in the following activities:

1. PRACTICE THE THREE DIALOG SKILLS;
2. GET FEEDBACK on your use of the three skills;
3. EVALUATE the way you communicate in terms of the feedback;
4. DECIDE how you want to change your communication style.

The practical intent of the Dialog course is to enable you to expand your repertory of dyadic skills; improve the way you communicate; and gain greater satisfaction in your close relationships with a "partner"--spouse, family member, friend, relative, neighbor, co-worker, employee, or supervisor.

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Goals

The following goals reflect the needs which the Dialog course is designed to meet. These goals represent the central learnings--the desired results--to be gained from the course.

Goal 1. GROWING as a person. Taking more responsibility for yourself and for your growth. Consciously choosing to grow. Enhancing your self-awareness and self-development. Clarifying your values. Becoming more aware of how you think and feel about yourself as a person. Improving your self-acceptance, self-esteem, and self-confidence. Developing greater self-trust and self-reliance.

Increasing your sense of being in charge of your life--being self-directed/inner-directed. Gaining a greater sense of your ability to make choices concerning your life and your one-to-one relationships. Becoming more aware of how you want to grow as a person capable of self-direction.

Developing your ability to live more fully in the here-and-now present moment.

Developing your ability to evaluate yourself, especially in the face of evaluation by others.

Goal 2. Acquiring a deeper understanding of the literature concerning dyadic communication, dialog, and friendship.

Goal 3. Becoming more aware of the way you communicate with your friends and other persons in dyadic relationships. Becoming more aware of how your friends communicate with you. Developing your ability to evaluate your dyadic communication exchanges. Deciding how you want to grow as a person capable of dialog. Expanding and improving your repertory of dyadic skills.

Goal 4. Becoming a more effective face-to-face communicator in your close relationships. Improving interpersonal sensitivity and trust.

Becoming more accepting of your needs, wants, and emotions--especially your angry and aggressive feelings--and learning how to communicate these feelings more skillfully.

Becoming more open, assertive, and self-disclosing. Improving your ability to confront others; to cope with conflict; and to evaluate confrontation by others.

Goal 5. Improving your ability to use the basic communication skill of RELATING--listening, talking, and interacting in one-to-one relationships, especially with friends.

Gaining greater SATISFACTION from your close relationships.

Educational Approach

We will take a person-centered approach to learning. We will encourage self-development and respect for the fundamental worth of each human being.

We will be focusing on face-to-face, one-to-one communication between two persons in a close relationship.

We will form a LEARNING COMMUNITY, a group of people who know each other by name; who progressively get better acquainted with each other as unique persons; who are interested in learning about dyadic communication; and who are committed to improving at least one of their one-to-one relationships.

We will work and play and laugh together in order to create an interpersonal atmosphere characterized by openness; deep acceptance; caring; listening; realness/genuineness; involvement; risk-taking; gentle frankness; and commitment to change and growth. I invite you to participate actively in creating this community.

We can all learn from each other. This will be most effectively fostered if you are willing to take responsibility for being both learner and co-instructor. Co-instructors encourage, support, and coach others. They give feedback, share learnings, and risk confrontation. They model attitudes and skills which facilitate effective communication. Are you game?

DIALOG IS A LIFE SKILLS CLASS. We will use the "3 R's," the life skills of reading, 'riting, and...no, not 'rithmetic--but RELATING--listening, talking, and interacting with a partner, especially a friend. The overall goal of DIALOG is for us learners--you and me--to become more effective communicators in one-to-one relationships.

As we learn each skill, we will: (1) TELL; (2) SHOW; (3) DO.

1. TELL. Describe the skill. Discuss it.
2. SHOW. Demonstrate the skill. Discuss it.
3. DO. Practice the skill. Discuss it. Get feedback. Try again.

General Requirements

Requirement 1. ATTEND class and participate actively (listen, talk, take notes, observe dyads, give feedback, etc.).

Requirement 2. READ in the required books, articles, handouts, and other materials as they relate to your needs, interests, class assignments, and to friendship, dialog, and one-to-one communication. Choose additional readings from the Dialog Reading List (on reserve). It is important to read each week and not get behind. Last minute rushing results in little lasting learning. You need time to put into practice ideas you get from reading.

Requirement 3. WRITE summaries of what you have learned--and how you have applied your learnings--from readings, audio and video tapes, dialogs, discussions, observations, and other learning experiences on and off campus.

Requirement 4. CREATE A DIALOG JOURNAL in order to show what you have learned and accomplished. Keep adding to the journal throughout the semester. BRING YOUR JOURNAL TO EVERY CLASS. We will use it continually; e.g., for writing, doing exercises, and refering to handouts. I will evaluate your journal at mid-term and finals.

Requirement 5. COMPLETE THE OBJECTIVES listed below.

Objectives

The following objectives are the specific requirements for Achieving Dialog. Objectives are learning tasks which will help you to attain the goals of the course. Some of these objectives will be completed in class. Under the objectives, various learning activities have been assigned to enable you to complete the objectives.

Objective 1. Develop--and fulfill--a written learning contract.

a. Read Handout 1, "Developing a Learning Contract," and use it as a guideline in writing your contract.

b. Turn in your learning contract no later than the end of the third week. When returned, place your contract in Section 1 of your journal.

Objective 2. Expand your repertory of communication skills.

a. Take the pre-test, Handout 3, which accompanies Handout 2, "COMMUNICATION SKILLS: AN OVERVIEW" (in class).

b. Place an asterisk (*) by each skill that you need to develop, as indicated by the pre-test (in class).

c. Study Handout 4, "COMMUNICATION SKILLS." Familiarize yourself with the definition of each skill that you need to develop. Read and reflect on the examples accompanying each definition. In your own words, write in the space provided one example of an "I" message that you could use in your daily life. Add any comments you may have. Due date: third week.

d. Put a double asterisk (**) by the three skills which, in your opinion, you most need to develop. Due date: third week.

e. Attempt to understand and memorize skill definitions (1-36) so that (i) you'll be conscious of them; (ii) you'll be able to share them with others; (iii) you'll be able to use them in your reports analyzing significant conversations. (See Objective 8.)

f. Complete the post-test, Handout 3, in class. Compare your answers with the pre-test. Identify skills you need to develop further, and mark them with a "+" sign.

Objective 3. Demonstrate in class your ability to use the THREE DIALOG SKILLS:

1. LISTENING TO YOURSELF: Self-awareness + Self-disclosure

2. EXPRESSING YOURSELF CLEARLY: Communicating effectively

3. LISTENING TO THE OTHER PERSON: Accurate, empathic responding

LISTENING TO YOURSELF--self-awareness + self-disclosure--involves looking inward and attending to yourself with respect and caring; becoming aware of your inner experience and "owning" it--accepting it--as your own experience; taking responsibility for this experience; attempting to suspend judgment and simply understand and accept this experience; deciding what part of this inner experience you want to share with the other person; and, when you are talking, hearing how you are communicating.

EXPRESSING YOURSELF CLEARLY--communicating effectively--involves being clear within yourself about what you want to say and then getting your ideas and feelings across to your partner. You communicate your meanings in such a way that the partner "gets" or understands the message. Communicating effectively also entails such aspects of message delivery as projecting your voice; enunciating distinctly; speaking concisely; tone of voice; eye contact; physical contact; gestures; balance in give-and-take interaction.

LISTENING TO THE OTHER PERSON--accurate, empathic responding--involves looking outward and attending to the other person with respect and caring; becoming aware of the other's feelings and point of view; attempting to suspend judgment and simply understand and accept that person's experience; deciding what part of that experience you want to respond to; then communicating your response accurately and empathically.

a. Write one paragraph about your response to each of the following: Handout 5, "HOMEBASE"; Handout 6, "EXPRESSING YOURSELF CLEARLY"; Handout 7, "FEEDBACK." Due date: fourth week.

b. Write two paragraphs about your response to Handout 8, "EFFECTIVE LISTENING." State which behaviors you most need to develop and which behaviors you most need to avoid (i.e., among the "Dialog No-No's"). Say how and why you wish to change your behaviors. Due date: fifth week.

c. Participate in classroom structured exercises, especially "DIALOGS": role-playing and "for real" interactions in twosomes and foursomes. See Handout 9, "DIALOGS."

d. At least three times, orally share with class members your successes, partial successes, problems, and/or failures in the use of the THREE DIALOG SKILLS. Tell what you learned from these experiences.

Objective 4. Use "I" messages appropriately in your conversations.

a. Write a paragraph about your response to Handout 10, "Communication Effectiveness: Active Listening and Sending Feeling Messages." Due date: sixth week.

b. Read and reflect on each of the examples given in Handout 11, "HOW TO USE 'I' MESSAGES." Place an asterisk (*) by those messages you could use in your daily life. You may want to write in examples of how you could express a similar experience in your own words. Due date: sixth week.

c. Write a one-page essay--or a letter to a friend--explaining how the use of "I" messages can make a person a more effective communicator. Due date: seventh week.

Objective 5. Identify personal growth goals; that is, the changes you want to make in your knowledge, attitudes, and communication skills.

a. Complete the Seiquist Personal Identity Survey, Parts I and II (Handouts 12 and 13, respectively). Write a paragraph about your response to each of at least six statements from Part I and six statements from Part II--a total of twelve paragraphs. Write how you will apply these statements to changing your life. Due date: Part I: eighth week; Part II: tenth week.

b. Complete Bienvenu's Interpersonal Communication Inventory (in class), as a measure of your progress during the course (not graded).

Objective 5 (continued).

c. Complete Bienvenu's Inventory of Anger Communication (Handout 14) in class. Outside of class write a paragraph about your response to each of at least five questions from Bienvenu's inventory. State how you would like to change the way you communicate your anger. Due date: one week after in-class completion of the inventory.

Objective 6. Write in your journal definitions of the three personal ATTITUDES which, according to Carl Rogers, are the necessary and sufficient conditions of effective dyadic communication; namely, genuineness, empathy, and unconditional positive regard. You can find these definitions/descriptions in Rogers' On Becoming A Person. Due date: seventh week.

a. Write a response to the question: What does Rogers mean when he says that these attitudes are the necessary and sufficient conditions of effective dyadic communication?

b. Give reasons why these attitudes are important according to Rogers.

c. Write definitions of any other attitudes which you regard as important. State why you think they are important.

d. By using appropriate communication skills--such as making empathic statements--demonstrate in class the ability to communicate the three Rogerian ATTITUDES (above).

Objective 7. In Section 2 of your journal--which is entitled READINGS--write summaries of what you regard as your most important learnings from the literature on dialog, friendship, and dyadic communication. Tell how you have applied these learnings to your life and to your relationships. For an A or B grade, complete (a) and (b) below:

a. Select three books, poems, sayings, or essays (in any combination) which deal with the subject of friendship. Write a one-page summary of what you learned from these three sources.

b. Orally share with the class at least one of the three books, poems, sayings, or essays dealing with the subject of friendship.

Objective 8. Write brief reports analyzing significant dyadic conversations (one-to-one talks with a friend or acquaintance).

a. Identify one or two friends who are willing to work as a partner with you on improving your relationship and dyadic communication.

Objective 8 (continued).

b. Write one-page reports/analyses of dyadic conversations (ten for an A or B grade; six for a C or a CR symbol). Half of the analyses should be made of tape-recorded conversations. You will find it valuable to compare one or two tapes from the beginning with tapes from the end of the semester to hear how you've changed.

   On each analysis, write the date and a title like "Conversation with Joe" or "Follow-up Talk with Joe (recorded)." State what the situation was; what patterns of communication occurred; what skills you used; how the person responded; what feedback you got; how effective the communication was and why; and how you could have been more effective.

   To analyze the process of improving a given skill over a length of time, write answers to the following questions:

   i. What skill did you practice/attempt to use?

   ii. What feedback did you get? How was your skill usage evaluated by your partner and any observers? What suggestions were made regarding specific ways to improve your use of communication skills?

   iii. What happened when you attempted to use these suggestions? What were the results? How did your partner react?

   iv. Was the communication more effective? How? Why? What feedback did you get? Did you discover anything from hearing the tape-recorded conversation?

   v. What was your evaluation of the learning process?

c. Hand in these reports/analyses as you complete them. I will return them with written feedback and suggestions. Place these reports all together in your journal in Section 4, OBJECTIVES. Due dates: You could be ready to begin writing these reports around the sixth week of the semester. Suggestion: do one report per week thereafter.

Objective 9. Near the end of the semester and after the brainstorming session in class, write an essay on the meaning of DIALOG (at least two pages for a C; at least four pages for an A or B grade). Summarize your answers to the following questions:

a. What do Rogers, Buber, Fromm, and May contribute to an understanding of the concept of DIALOG? What does it mean for a person to achieve dialog? What is dialog? How do I know when I'm experiencing dialog? How does it compare/contrast with other one-to-one communication? How does dialog relate to the human experience of friendship?

Objective 9 (continued).

b. For an A or B grade, write comments on Handout 15, "DIALOG CONTINUUM" (at least two paragraphs).

Objective 10. Orally share with the class the significant communication changes you have made and/or observed in others. Tell the class the important learnings you have gained from your readings, discussions, structured exercises, observations, and any special projects. This sharing will be done as an in-class assignment at mid-term and at the end of the semester. You may choose to share at other times as well. While I regard this exercise as important, it is optional.

Some Criteria Regarding Grades

I prefer to emphasize learning and de-emphasize grading. Taking the course simply for credit may be the best way to go for many. Here's my approach to grading. The grade is a reflection of your accomplishments in three areas: (1) knowledge; (2) skills; (3) attitudes. The journal gives evidence of your knowledge and other achievements. When you listen and talk and interact in class, you demonstrate your attitudes and skills.

You have a choice of three grades: A, B, C. You can also take the course for credit only; i.e., you receive the CR symbol and three units. The C grade or the CR both mean satisfactory attainment of learning objectives.

If you contract for a C grade or CR symbol, I expect the following:

1. 80% attendance. You can make up missed classes (two night; four day) by listening to four extra audio or video tapes and writing summaries of your learnings in Section 3 of your journal. When you miss a class, I suggest you call a classmate and find out what we did. Then do something to make up for the learning you missed.

2. 30 pages of reading per week (average) in required texts, handouts, articles, etc. for a semester total of 540 pages. See the Dialog Reading List for additional readings. Option: one tape will substitute for 30 pages of reading.

3. all objectives and general requirements to be completed as indicated for a C grade or CR symbol.

If you contract for a B or an A grade, I expect the following:

1. 90% attendance. You can make up missed classes as in (1) above.

2. 50 pages of reading per week (average) in required, recommended, and approved books and articles for a semester total of 900 pages. See the Dialog Reading List for additional readings. Option: one tape will substitute for 30 pages of reading.

3. all objectives and general requirements to be completed as indicated for an A or B grade.

4. written summaries of your learnings from five audiotapes at the A-V circulation desk in the LRC. The list of tapes is in my binder at the reserve desk in the LRC under the title "DIALOG TAPES."

5. written summaries of your learnings from three videotapes at the A-V circulation desk under the title, "Achieving Dialog"--#77-18: 1, 2, 3, 4--and under the title, "A Learning Community"--#77-70.

6. the journal to be handed in ON TIME at mid-term and final time.

The B grade means highly satisfactory attainment of learning objectives. The A grade means excellent attainment of learning objectives. In addition, for an A, I expect the journal to be of excellent quality and to give evidence of broad knowledge about dyadic communication and dialog. "Excellent quality" means that you write correct, clear, and effective English and that your journal is neat, well organized, creative--even beautiful. "Broad knowledge" means a deep and full grasp of principles and practices of effective dyadic communication and dialog. I also expect more written evidence of how you have applied your knowledge and skills to life situations--at home, at play, at work. For example, your reports/ analyses of conversations (Objective 8) can show how you've applied your knowledge and skills.

If your goal is to earn an A grade, use your learning contract to state: (a) how you will respond to "A level" criteria; (b) how you will create an "A level" journal; (c) what extra skills or learnings or creative projects you will complete; (d) how you will incorporate more "quantity" and/or better "quality" in your total learning experience.

In the human context of close relationships, friendships, and dialog, I distinguish THREE SKILL LEVELS:

1. ADEQUACY 2. APPROACHING MASTERY 3. MASTERY

Your grade will depend, in part, on the level of your ability to use the THREE DIALOG SKILLS listed under Objective 3. I will use the following descriptions as general guidelines when I attempt to assess your skill level--a very difficult task. I see you only a few hours a week. I need your written self-evaluation to make a fair appraisal of your skills. You can use the following descriptions to help you write your self-evaluations at mid-term and finals, as well as to make periodic checks on your progress in developing your skills.

To be communicating on an ADEQUACY LEVEL (required for a C grade or a CR symbol), I expect you, in general, to demonstrate the following skills. The list is not complete. These are some examples.

1. LISTENING TO YOURSELF. You listen acceptantly to yourself (to "HOME-BASE"). You are aware of yourself. You trust your inner experience; and you act on it. You are able to cope with and express your emotions. You occasionally report to your partner what you are feeling and thinking; but sometimes you hide your true feelings when it would be appropriate and facilitative to share them. At times you ask for (or state) what you need or want or prefer. You use "I" messages appropriately. You sometimes check out perceptions and impressions. At times you give feedback appropriately. You use feedback from others as a basis of changing your behavior. You may often have difficulty coping with interpersonal conflict. You relate in a genuine way. For the most part, your verbal messages and nonverbal communication are congruent; i.e., they "match."

2. EXPRESSING YOURSELF CLEARLY. Your delivery is appropriate to the situation. You can be heard clearly and you can be understood. You project your voice and enunciate well. You use appropriate eye contact and gestures. At times you may talk too much--or too little.

3. LISTENING TO THE OTHER PERSON. You attend to others. You are able to paraphrase messages. You sometimes clarify messages (sent and received) in order to share their fuller meaning. You observe nonverbal communication and respond to it. Your attitude communicates interest, empathy, acceptance, and respect. You show a willingness to be with the other person.

To be communicating on an APPROACHING MASTERY LEVEL (required for a grade of B or B+ or A-), I expect you, in general, to demonstrate the following skills.

1. LISTENING TO YOURSELF. You listen acceptantly to yourself ("HOME-BASE"). You are aware of and in touch with yourself. You trust your inner experience and act on it appropriately. You usually cope well with your emotions and express them in a constructive way. You frequently and appropriately disclose your thoughts and feelings, your needs and wants. You take some risks with self-disclosure. You use appropriate

"I" messages. You frequently check out perceptions and impressions. You give feedback effectively, and you utilize feedback and confrontation by others as a basis of changing your behavior. You usually confront others with sensitivity. You cope fairly well with interpersonal conflict. You quite consistently relate in a genuine and authentic way. You present yourself as you are--without facades and with little or no pretending. Your verbal messages and non-verbal communication are usually congruent.

2. EXPRESSING YOURSELF CLEARLY. You rather consistently communicate your thoughts and feelings in a way that people understand. You project your voice well and enunciate distinctly. You speak concisely. You use appropriate eye contact, gestures, touch, and tone of voice. You usually maintain a balance between talking and listening.

3. LISTENING TO THE OTHER PERSON. You attend well to others. You are able to paraphrase messages skillfully and accurately. You generally clarify messages (sent and received) in order to share their fuller meaning. You often use the skill of EFFECTIVE LISTENING (see Handout 8), and you avoid the "Dialog No-No's." Your attitude communicates interest, empathy, acceptance, respect, and caring. You are actively present to the other person..

To be communicating on a MASTERY LEVEL (required for a grade of A), I expect you, in general, to demonstrate the following skills. I don't expect perfection. I do expect high level performance--a certain excellence in your use of the THREE DIALOG SKILLS.

1. LISTENING TO YOURSELF. You habitually listen acceptantly to yourself ("HOMEBASE"). You are very aware of and in touch with yourself and your inner experience. You trust your inner experience and act on it appropriately. You typically cope well with your emotions and express them in a constructive way. You consistently, openly, and appropriately disclose yourself to your partner. You take frequent risks with self-disclosure. You habitually use appropriate "I" messages. You regularly check out perceptions and impressions. You consistently give feedback appropriately and effectively; and you utilize feedback and confrontation by others as a basis of changing your communication behavior. You openly share your ideas, feelings, and opinions. You confront others effectively and sensitively. You consistently cope well with interpersonal conflict. You typically relate in a genuine and authentic way--without facades, and with little or no pretending about your true feelings. Your verbal messages and nonverbal communication are consistently congruent.

2. EXPRESSING YOURSELF CLEARLY. You consistently communicate your thoughts and feelings with clarity and directness. You consistently project your voice well and enunciate distinctly. You speak concisely and to the point. You use appropriate eye contact, gesture, touch, and tone of voice. You habitually maintain an appropriate balance between talking and listening.

3. LISTENING TO THE OTHER PERSON. You consistently use the skill of EFFECTIVE LISTENING (Handout 8). You consistently avoid the "Dialog No-No's." You habitually communicate interest, empathy, acceptance, respect, and caring--but especially genuineness. You typically keep yourself actively present to the other person.

My general expectation is that you will make PROGRESS in developing the THREE DIALOG SKILLS. By the end of the semester, some people can be functioning at the mastery level. Ideally, everyone will be communicating on the adequacy level at minimum, and most people will be communicating on the approaching mastery level.

I trust that this Dialog class will be a positive, stimulating, and satisfying experience for you. I am confident that you will become a better dyadic communicator because of your learnings. BON VOYAGE!

Office hours. Appointments can be arranged by calling 867-2200 and asking for the Counseling Center. When the clerk answers your call, set up an appointment at a time convenient for you. I will also be available before and after each class.

Note: Counseling 25, ACHIEVING DIALOG, is dually listed in the catalog with Speech 15. This three-unit course is transferable to the California State Colleges and Universities. ACHIEVING DIALOG meets General Education requirements (Electives category) for both the Associate degree and the Bachelor's degree.

Your Dialog Journal

The journal is an application of the ERLE method of learning. Experience. Reflect. Learn. Express. The journal is an opportunity for you to be creative and to EXPRESS what you've learned and accomplished. I hope your journal will give you a lot of satisfaction, both as you're completing it and in the future. Be prepared to hand in your journal for evaluation and feedback at mid-term and final time.

How to organize your journal. Use a regular loose-leaf binder for 8 1/2 by 11 paper. Divide the journal into FIVE SECTIONS. Separate the sections by dividers with clearly marked tabs for easy reference. The sections are as follows:

1. SELF-EVALUATION
2. READINGS
3. AUDIOTAPES/VIDEOTAPES
4. OBJECTIVES
5. CLASS NOTES

The following paragraphs spell out what is required in each section.

Section 1. SELF-EVALUATION. Your two self-evaluations--which you will write at the middle and at the end of the semester--are the equivalent of a mid-term and a final examination. Place your self-evaluation on the first page of your journal, followed by your learning contract. Write your evaluation so that you present an OVERVIEW of your major accomplishments related to the Dialog class. Share only what you wish. Privacy is your right.

First, tally what you have done to meet the following criteria for the grade level you set as the goal in your learning contract.

1. ATTENDANCE/PARTICIPATION. State the percent of classes you have attended. Describe your participation.
2. READING. State the total number of pages you've read and your weekly average.
3. AUDIOTAPES/VIDEOTAPES. State the number of tapes you've completed.
4. OBJECTIVES. Report the course objectives that you have completed as well as your own personal objectives and goals.

Second, REVIEW all the learnings that you have recorded in Sections 2-5 of your journal. Write a brief summary of those learnings which seem most important and most meaningful to you.

Third, write a paragraph that states the SKILL LEVEL at which you see yourself functioning. Identify the skills you are using, and describe how you see yourself using the THREE DIALOG SKILLS. State how you have improved your skills and attitudes; how you've applied them to your life; and the resulting changes in your relationships. (See pages 10-13.)

Section 2. READINGS. Type or write a summary list of the reading you've done for this course. For example:

	Pages
John Stewart, Bridges Not Walls.	293
William Pietsch, Human BE-ing.	250
Patton and Giffin, Interpersonal Communication in Action.	231
Miller, Nunnally, and Wackman, Alive and Aware.	200
Total pages	974
Average per week	54

Next, show what you have learned from reading the required and recommended books and articles--as well as those you have selected from the Dialog Reading List. Write your notes, quotes, ideas, and insights gained. No outlines. No busy work. Just record key ideas and how you are applying them to your relationships. Option: Include personal cases and articles about Dialog events from newspapers and magazines.

Section 3. AUDIOTAPES/VIDEOTAPES. Make a list of reserve tapes that you have listened to and viewed. Record the tape titles and the names of presenters. Write a summary of what you've learned from each tape and how you've applied it to your life.

Section 4. OBJECTIVES. Place your COURSE DESCRIPTION FOR ACHIEVING DIALOG and all handouts in this section. Check off each objective as you complete it. Show how you completed the objective by including appropriate materials; e.g., completed handouts and reports/analyses of conversations.

Section 5. CLASS NOTES.

APPENDIX B

Table of Handouts

1. Developing a Learning Contract
2. Communication Skills: An Overview
3. Pre-test/Post-test (for Handout 2)
4. Communication Skills (36 descriptions, with examples)
5. Homebase (Listening to Yourself)
6. Expressing Yourself Clearly
7. Feedback
8. Effective Listening
9. Dialogs
10. Communication Effectiveness: Active Listening and Sending Feeling Messages
11. How To Use "I" Messages
12. Seiquist Personal Identity Survey, Part I
13. Seiquist Personal Identity Survey, Part II
14. Bienvenu's Inventory of Anger Communication
15. Dialog Continuum

HANDOUT 1

West Valley College
Achieving Dialog

Jack Seiquist
Instructor-Learner

DEVELOPING A LEARNING CONTRACT

Read and thoroughly "digest" the contents of the COURSE DESCRIPTION FOR ACHIEVING DIALOG. Then write a learning contract based on your understanding of the course. Hand in this contract during the third week of the class. When I return it to you, place your contract in the front of Section 1 of your journal.

Your responses to the following directives will constitute your learning contract.

1. Write a statement of the learning goals you are setting for yourself in this Dialog course.

2. Write a summary of how you understand and how you will respond to the General Requirements of the course.

3. Write a summary of how you understand and how you will respond to the Objectives -- in general. There is no need to respond in detail to each of the eleven objectives.

4. State your overall understanding of the purpose of the Dialog Journal. Summarize your understanding of the self-evaluation section. Be as specific as you can.

5. State the grade you will strive for. Specify the criteria which you propose to meet in order to attain that grade.

Note: You can renegotiate your learning contract at any time during the semester.

6. Read the descriptions of the THREE SKILL LEVELS (Course Description, p. 10-13). Then do the following:

    a. Write a sentence that states the SKILL LEVEL at which you see yourself functioning.

    b. State all the skills you are already using, and describe how you are using them. For example, "I paraphrase well. I'm fairly good at getting my anger out," etc.

    c. State which skills you particularly want to acquire and/or improve--and why.

COMMUNICATION SKILLS: AN OVERVIEW

Having a conversation seems simple enough, yet ACHIEVING DIALOG can require the use of a great number of skilled communication behaviors. (See Objective 3 and the handout entitled COMMUNICATION SKILLS for definitions and examples.)

In Dyads (one-to-one):

1. Initiating communication
2. Listening to myself, trusting, and acting on my inner experience
3. Listening to myself, trusting, and verbally expressing my inner experience
4. Sending "I" messages
5. Congruent message sending
6. Projecting my voice
7. Enunciating
8. Speaking concisely
9. Speaking persuasively
10. Saying NO
11. Saying YES
12. Asking for or stating what one needs or wants or prefers: (This skill includes (a) making demands; (b) giving directions; (c) using commands; (d) asserting oneself.
13. Maintaining effective eye contact
14. Listening to the other person: active, empathic, reflective listening (includes attending to nonverbal communication
15. Checking out perceptions and impressions
16. Inviting response
17. Asking questions which enhance communication, self-exploration, and self-awareness (in the other person).
18. Talking straight
19. Saying the hard things/confronting
20. Clarifying messages
21. Giving positive feedback
22. Receiving positive feedback
23. Responding to negative feedback and behavior; ridicule; condemnation; name calling, and commands
24. Expressing negative feedback; complaints; constructive criticism
25. Giving support and encouragement
26. Handling long pauses and silences
27. Responding to resistance
28. Responding to pressure
29. Disagreeing/agreeing
30. No-lose conflict resolving
31. Brainstorming
32. Terminating communication

In Groups (In addition to the above skills.):

33. Taking the floor
34. "Naming names"
35. Talking to the group about the person (who is present). Saying "he" or "she."
36. Talking directly to and with the person, rather than about the person to the group. Saying "you."

WEST VALLEY COLLEGE

Achieving Dialog HANDOUT 3 NAME:_____

Directions: Indicate the level of your ability to give a descriptive definition of each of the thirty-six communication skills, (including a situation in which you could use this skill). Rank yourself according to the following rating scale:

0 = I am unable to define this skill.

1 = I am able to give a definition, but I lack confidence in its accuracy.

2 = I feel fairly secure that my definition is accurate.

3 = I feel very confident about my definition.

Pre-test	Post-test	Comments
1. ____	1.____	_____
2. ____	2.____	_____
3. ____	3.____	_____
4. ____	4.____	_____
5. ____	5.____	_____
6. ____	6.____	_____
7. ____	7.____	_____
8. ____	8.____	_____
9. ____	9.____	_____
10. ____	10.____	_____
11. ____	11.____	_____
12. ____	12.____	_____
13. ____	13.____	_____
14. ____	14.____	_____
15. ____	15.____	_____
16. ____	16.____	_____
17. ____	17.____	_____
18. ____	18.____	_____
19. ____	19.____	_____
20. ____	20.____	_____
21. ____	21.____	_____
22. ____	22.____	_____
23. ____	23.____	_____
24. ____	24.____	_____
25. ____	25.____	_____
26. ____	26.____	_____

Pre-test	Post-test	Comments
27. ____	27. ____	_____
28. ____	28. ____	_____
29. ____	29. ____	_____
30. ____	30. ____	_____
31. ____	31. ____	_____
32. ____	32. ____	_____
33. ____	33. ____	_____
34. ____	34. ____	_____
35. ____	35. ____	_____
36. ____	36. ____	_____

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WEST VALLEY COLLEGE

Achieving Dialog NAME:_____

Directions: Indicate the level of your ability to give a descriptive definition of each of the thirty-six communication skills, (including a situation in which you could use this skill). Rank yourself according to the following rating scale:

0 = I am unable to define this skill.

1 = I am able to give a definition, but I lack confidence in its accuracy.

2 = I feel fairly secure that my definition is accurate.

3 = I feel very confident about my definition.

Pre-test	Post-test	Comments
1. ____	1.____	_____
2. ____	2.____	_____
3. ____	3.____	_____
4. ____	4.____	_____
5. ____	5.____	_____
6. ____	6.____	_____
7. ____	7.____	_____
8. ____	8.____	_____
9. ____	9.____	_____
10. ____	10.____	_____
11. ____	11.____	_____
12. ____	12.____	_____
13. ____	13.____	_____
14. ____	14.____	_____
15. ____	15.____	_____
16. ____	16.____	_____
17. ____	17.____	_____
18. ____	18.____	_____
19. ____	19.____	_____
20. ____	20.____	_____
21. ____	21.____	_____
22. ____	22.____	_____
23. ____	23.____	_____
24. ____	24.____	_____
25. ____	25.____	_____
26. ____	26.____	_____

Pre-test	Post-test	Comments
27. ____	27. ____	_____
28. ____	28. ____	_____
29. ____	29. ____	_____
30. ____	30. ____	_____
31. ____	31. ____	_____
32. ____	32. ____	_____
33. ____	33. ____	_____
34. ____	34. ____	_____
35. ____	35. ____	_____
36. ____	36. ____	_____

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Achieving Dialog, Counseling 25
West Valley College

Jack Seiquist
Instructor/Learner

HANDOUT 4

COMMUNICATION SKILLS

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IN A DYAD (one-to-one):

1. Initiating communication:

   I make contact with the other person (by word or action or both) in order to begin interacting.

   Example:

   "Jamie, I need to talk with you. When would be a good time?"

   Example:

2. Listening to myself, trusting, and acting on my inner experience:

   I take time to look within myself, to sense what I am feeling or wanting or thinking. I trust what I learn, and I communicate it nonverbally. I "speak" through my actions and behavior.

   Example:

   I become aware of wanting to make physical contact with the other person. I trust this desire. I reach out and take the person's hand.

   Example:

3. Listening to myself, trusting, and verbally expressing my inner experience:

   I take time to become aware of what's going on inside me. I accept what I find; and I say with words what I am thinking or feeling or wanting.

   Example:

   "It's hard for me to say this, but I don't like what's going on right now. I think the discussion has wandered off the subject. I'm feeling bored, and I'd like to get back to discussing our agreed upon topic."

   Example:

4. Sending "I" messages:

I use the personal pronoun "I" (rather than "you" or "we or "it") when expressing myself.

Examples:

a) "I'm wondering how you're feeling right now."

b) "I'm getting sleepy. I think I'll take a nap."

c) "I sense that you're irritated with me. Is that true?"

Example:

5. Congruent message sending:

I express myself in such a way that outer behavior (words, tone of voice, inflection, and actions) matches inner experience.

Example:

I'm feeling angry; I say: "I'm feeling frustrated and angry with you." My facial expression (frown), tone of voice, no phony smile--all communicate my anger to you.

Example:

6. Projecting my voice:

I speak loudly enough so that my message, like an arrow, reaches its target.

Examples:

a) I talk quietly with my friend across the dinner table from me.

b) I speak in a louder voice to reach my friend across the room.

Example:

7. Enunciating:

I use my vocal apparatus (lips, tongue, breath) to form and clearly sound out syllables and words so that they are understood. (I avoid "lazy lips," mumbling.)

Example:

I say clearly, "What's happening with you right now?" rather than mumble, "Washappnen you ri' now?"

Example:

8. Speaking concisely:

I speak briefly and to the point. I do not use more words than necessary. I do not go on and on and on.

Example:

I say, "I'd like to get to know you better," rather than "Oh, well, I was wondering whether you'd be interested in spending more time together so we could get better acquainted and maybe . . . (etc.)"

Example:

9. Speaking persuasively:

I convince someone to say or do something.

Example:

"I'd really like to go to the beach today. It's so beautiful, and we both need a break. How about it?"

Example:

10. Saying NO:

I say NO by shaking my head, turning thumbs down, refusing, not allowing, not cooperating, rejecting, declining, etc.

Example:

Some people ask me to join them for lunch, and I say: "No, I would prefer not. I have some things I need to do. Thank you for asking. I'll take a rain check on that."

Example:

11. Saying YES:

I say YES by nodding my head, turning thumbs up, accepting, allowing, cooperating, etc.

Example:

Friends ask me to join them for lunch, and I say: "Yes, I would enjoy that. Thank you for asking."

Example:

12. Asking for (12a) a stating (12b) what one needs or wants or prefers:

12a. I ask/make a request for what I need . . .

12b. I say what I need . . .

Examples:

a) "Could we talk later tonight?"

b) "I need to talk with you."

Example:

13. Maintaining effective eye contact:

(Note: This varies considerably according to individual personality as well as culture or sub-culture.)

I make eye-to-eye contact. I look into the other person's eyes and maintain this contact in a comfortable way so that communication is enhanced.

Example:

I play the eye contact by ear. I want to be "in contact" with the person. I don't want to stare or cause discomfort. I'm sensitive to myself and to how the other person is responding, and I react accordingly.

Example:

14. Listening to the other person: active, empathic, reflective listening (includes attending to nonverbal communication).

I attempt to hear what the other is saying, see how the other sees it, feel how the other feels it--from the other person's point of view.

Example:

"I'm hearing you say that you're really proud of what you've accomplished."

Example:

15. Checking out perceptions and impressions:

I realize that my powers of perception are limited and fallible and that I sometimes get the wrong impression, so I tentatively attempt to verify my perceptions and impressions with the other person.

Example:

"Ken, I need to check something out with you. I got the impression at this morning's meeting that I said something that irritated you. Is that accurate? If we need to talk, let's do it."

Example:

16. Inviting response:

I sense some hesitancy or holding back in the other, and I say something to encourage the other to reply to what I (or another person) have said.

Example:

"Mary, you look like you want to say something." OR, "Mary, I'm wondering how you're feeling about what I just said."

Example:

17. Asking questions which enhance communication, self-exploration, and self-awareness (in the other person).

I use questions to facilitate communication so that I am better able to understand the other. (Open-end questions are recommended rather than questions calling for a YES or NO answer.)

Examples:

a) "I'm wondering--how are you feeling about what I just said?"

b) "You just now said that you were 'pretty uptight.' Would you be willing to help me understand better what you're feeling?"

Example:

18. Talking straight:

I say what I mean, and I mean what I say. I don't play games. I don't talk in circles. I assert directly what I'm thinking or feeling or wanting.

Examples:

a) "I really enjoy being with you."

b) "I disagree with what you just said, and I'd like to discuss it with you."

c) "I don't want to go."

Example:

19. Saying the hard things/confronting:

I allow myself to say things which are difficult for me to say. I say them honestly, gently, and with caring.

Examples:

a) "I really like you!"

b) "I don't like the way I'm feeling, and I want you to know that. I'm feeling very uncomfortable with the way you're behaving."

Example:

20. Clarifying messages:

I interact with the other to make more clear what the content of the message is (sent or received). The attempt is to understand--or be understood--more clearly and precisely.

Examples:

a) "I'm not sure I understand what you just said. Let me tell you what I heard you say . . . . Is that what you mean?"

b) "I may not be communicating clearly. Let me say it another say."

Example:

21. Giving positive feedback:

I am giving feedback when I give a person responses to or share my perceptions of his or her behavior--behavior I have observed and of which the person may be unaware. Feedback is giving information about how the other person is affecting me. Positive feedback is ego-enhancing.

Example:

"I really liked what you said at the meeting. You were clear and forceful and very convincing."

Example:

22. Receiving positive feedback:

I am letting in or accepting the feedback from the other person. I don't discount it or treat it lightly or dismiss it.

Example:

A friend tells me: "You really made a contribution to that meeting. You presented some important experiences, and you came across very convincingly."

I say: "I appreciate your saying that. Thank you! I feel good hearing that."

Example:

23. Responding to negative feedback and behavior; ridicule; condemnation; name calling, and commands:

Negative feedback tends to be ego-deflating. It generally causes me to react defensively and want to protect myself. I give a response to this feedback.

Example:

A friend says: "Wait a minute! I'm feeling impatient and frustrated. You've been talking, talking, talking for five minutes straight, and I can't get a word in edgewise."

I say: "You're feeling frustrated with me because I've been monopolizing the conversation. You want to talk, right?"

Example:

24. Expressing negative feedback; complaints; constructive criticism:

I let the other person know what I'm thinking or feeling or perceiving which is or may be ego-deflating to that person.

Example:

I: "I have something to tell you, and it's a little hard for me to say. Can you handle it now?"

Other: "Yeah--go ahead."

I: "Well, most of the time when you call me on the phone, after I answer, you just start talking away without checking to see if it's a good time for me. And I get frustrated and impatient. I wish

you'd ask me if I had time to talk. I'd really appreciate that. Sometimes I'm just not able to give you the time right then. Do you know what I mean?"

Other: "Yeah--you want me to check first."

I: "Yeah--I wish you'd ask me, 'Is this a good time to talk?' and I'll be straight with you. If I can talk, I will. If not, I'll tell you."

Example:

25. Giving support and encouragement:

I let other persons know that I am with them, that I like what they are doing or saying. I affirm them in their behavior or plans.

Example:

"I think that's a good idea. I hope you talk to him about it. I think it'll help both of you."

Example:

26. Handling long pauses and silences:

I learn to be comfortable with silences. I learn how to use them creatively.

Example:

There's a pause, and I look inside myself to explore what I'm feeling and wanting. AND/OR, I pay close attention to my partner to see and sense what's going on with her.

Example:

27. Responding to resistance:

I encounter resistance when the other person opposes me--or opposes ideas or suggestions I am proposing.

Example:

"I sense that you are resistant to my idea. Would you be willing to help me understand your position? I'm willing to listen."

Example:

28. Responding to pressure:

I encounter pressure when the other person is trying to get me to do or say something he/she wants.

Example:

"I'm really feeling pressured into making a decision, and I want you to know that I don't like it. I need more time. I can let you know by tomorrow."

Example:

29. Disagreeing/agreeing:

I express my disagreement/agreement with ideas or opinions presented. But I do not either agree or disagree with feelings. To be effective, I can only understand and accept the other person's feelings.

Example:

"I like your idea of talking to her and trying to resolve your conflict. I can see how angry you are, and that's probably the best way of working through your anger."

Example:

30. No-lose conflict resolving:

I approach the conflict-of-wills situation with an "I'm OK, you're OK" attitude, with a willingness to compromise, and with the conviction that we can both win; i.e., find a solution which is acceptable to both of us.

Example:

"I'd like to see if we can't come to some mutually agreeable decision on what to do this weekend. I have my needs. You have your needs. Let's brainstorm together and see what alternatives there are. Then maybe we can decide on something we'd both like to do."

Example:

31. Brainstorming:

I and at least one other person suspend judgment about what we are saying and together freely express ideas about how to solve a problem or how to plan creatively for something we want to do. We continue to come up with alternatives (without evaluating them) until we run out of ideas (or assigned time) then we evaluate each alternative and decide what idea we will act on.

Example:

(Husband to wife about their adolescent son):

"I'm bugged by Jim's messy room. Let's brainstorm some ideas on what to do about it."

Example:

32. Terminating communication:

I end the conversation (hopefully with some grace and with no unfinished business).

Example:

"I've enjoyed talking with you. I think we both understand each other better now. I'll look forward to the next time."

Example:

IN A GROUP (three or more people):

33. Taking the floor:

I take the initiative and speak up, addressing either an individual or the group as a whole.

Examples:

a) "Pat, I'd like to respond to what you just said."

b) "Wait a minute! Wait a minute! I want to say something."

Example:

34. "Naming names":

I refer by name to the person I'm talking about, or I talk directly to the person (rather than make a vague or general reference to "someone in the group").

Examples:

Rather than say, "Someone in the group is really bugging me," I say:

a) "When Mary said, 'I don't care what you think!' I really got bugged." OR,

b) "Mary, when you said, 'I don't care what you think!' I really got bugged."

Example:

35. Talking to the group about the person (who is present). Saying "he" or "she."

I refer to the person present and say something to the group about that person (one to many).

Example:

"When Bill made that suggestion about having a party, I really liked the idea. I got all excited."

Example:

36. Talking directly to and with the person, rather than about the person to the group (as in #35). Saying "you."

I look at and speak directly to the person (one-to-one).

Example:

"Bill, when you made that suggestion about having a party, I really liked the idea. I got all excited."

Example:

Handout 5

Jack Seiquist
Instructor-Learner

HOMEBASE ***

Listening to yourself is one of the three Dialog skills. This handout is intended to enable you to understand this skill and to improve your ability to listen to yourself, discover what you are experiencing, and then talk from homebase.

We humans are interesting, fascinating, intriguing--even mysterious--beings. We are capable of so much, yet we are aware of and use so little of our human potential. We have great mental and spiritual powers, so of which remain dormant, untapped, and unactualized.

Our inner life is amazingly rich. There is always a great deal of activity going on within the human organism. But this activity is sometimes not easily accessible to our conscious awareness. It is possible, however, to become more aware of our inner richness and aliveness.

If we want to gain fuller self-awareness and open up our consciousness, we need to LISTEN OPENLY, DEEPLY, AND ACCEPTANTLY TO OURSELVES. We need to LISTEN TO HOMEBASE. We need to tune in to our total organism.

Listening to homebase is rewarding in itself. Self-awareness brings a special personal satisfaction. Remember the counsel of Socrates: "Know yourself."

Listening to homebase also gives us something to talk about. Homebase is a deep well, an ever-flowing fountain. There is always something going on inside. By listening to ourselves, we tune in to an unending source of material for conversation. Homebase is a springboard for dialog.

What does go on inside? If we listen to homebase, what can we discover? The following list is not complete--and there is some overlapping--but it will give you an idea of the tremendous variety of our inner experiences.

1. Sensory Data	2. Expectations	3. Assumptions
4. Feelings	5. Emotions	6. Inner Sensing
7. Likes	8. Dislikes	9. Loves
10. Hates	11. Values	12. Beliefs
13. Attitudes	14. Perceptions	15. Impressions
16. Thoughts	17. Judgments	18. Opinions
19. Evaluations	20. Conclusions	21. Impulses
22. Fantasies	23. Dreams	24. Needs
25. Wants	26. Wishes	27. Preferences
28. Memories	29. Plans	30. Decisions
31. Commitments	32. Meanings	33. Goals
34. Motives	35. Intentions	36. Concerns
37. Problems	38. Hopes	39. Aspirations
40. Prejudices	41. Demands	42. Directions
43. Commands	44. Requests	45. Questions
46. Inferences	47. Interpretations	48. Wonderings

We can simplify all this complexity and mentally organize the wide range of

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our inner experiences. In their book, Alive and Aware (page 31), Sherod Miller, Elam Nunnally, and Daniel Wackman divide an individual's experience into five dimensions. They ask us to visualize an "Awareness Wheel" with the following categories of experience: (1) Sensing, (2) Thinking, (3) Feeling, (4) Wanting, and (5) Doing.

If we listen to homebase, we can become more aware of our inner organismic experience. We can consicously take responsibility for this experience and "own" it as ours--not anyone else's. We can choose to hold these experiences in or to freely express them. We can choose to share them with others or to keep them secret. Whatever we decide to communicate, the skill of listening to ourselves and talking from homebase can contribute to dialogic communication and to enriched relationships.

Handout 6

Jack Seiquist
Instructor-Learner

EXPRESSING YOURSELF CLEARLY ***

Expressing yourself clearly is one of the three Dialog skills. This handout is designed to enable you to understand this skill, recognize its importance, and improve your ability to communicate clear messages.

Clear messages come from clear thoughts and clear feelings. If you want to communicate clearly, you first need to get clear within yourself about what you're thinking, feeling, sensing, wanting, doing--whatever homebase experiences you're having. You need to look within yourself, identify your inner experience, and then describe it as accurately and as specifically as possible.

First, self-awareness--then self-disclosure. For example, you might say to your partner: "I've been thinking about the party we're invited to Saturday night, and I'm aware that I really don't want to go. I feel a strong 'NO' inside me. I much prefer to stay home that night and just be together. How do you feel about staying home?"

How do you become self-aware? How do you get clear on what you're thinking, feeling, or wanting? Self-awareness can be developed through such ordinary means as "quiet times," meditation, and introspection--spending time alone and reflecting on yourself. You may benefit by someone's help. Dream analysis, guided fantasies, hypnosis, therapy, and counseling are other sources of self-discovery. The process is sometimes easy, sometimes hard; but it is potentially rewarding. Clear self-awareness is the springboard for clear and effective communication.

Remember: If you're not communicating clearly, you're not communicating. You need to communicate your meanings so that your partner gets the message. You need to project your voice, enunciate distinctly, and speak concisely. You need to use appropriate tone of voice, eye contact, gestures, and physical contact. If you're not clear in your communication, your partner will either not understand you or misunderstand you. Thus, if you want to communicate, it's critically important for you to be clear.

Asking for feedback. Once you think you've gained clear self-awareness, you attempt to communicate this awareness to your partner. If you feel unsure whether you are communicating clearly--whether your partner got the message--you can always ask for feedback. You can check out your message delivery by saying something like: "I'm not sure I'm communicating clearly. I'd appreciate hearing you tell me what you heard me say." How would you ask for feedback? In your response to this handout, write two or three "I" messages that you would feel comfortable using in your conversations.

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HANDOUT 7

FEEDBACK
(John W. Keller)

A number of guidelines can help make the giving and receiving of feedback effective. Things usually work best when these guidelines are followed. However, these are only guidelines--not rules. There may be exceptions to each one. Don't think of these guidelines as the only way to do it. Think, rather, of whether "the usual guidelines" apply in "this particular instance."

Some Guidelines for Giving Feedback

1. READINESS OF THE RECEIVER
   Give the feedback only when there are clear indications the receiver is ready to be aware of it. If not ready, the receiver will be apt not to hear it or misinterpret it.

2. DESCRIPTIVE NOT INTERPRETIVE
   Giving feedback should be like acting as a "candid camera." It is a clear report of the facts, rather than your ideas about why things happened or what was meant by them. It is up to the receiver to consider the whys or the meanings or to invite the feedback giver to do this considering with him. Describing one's own reaction leaves the individual free to use it or not use it as he sees fit.

3. RECENT HAPPENINGS
   The closer the feedback is given to the time the event took place the better. When feedback is given immediately, the receiver is most apt to be clear on exactly what is meant. The feelings associated with the event still exist so that this, too, can be part of understanding what the feedback means.

4. APPROPRIATE TIMES
   Feedback should be given when there is a good chance it can be used helpfully. It may not be helpful if the receiver feels there is currently other work that demands more attention. Or, critical feedback in front of others may be seen as damaging rather than helpful.

5. NEW THINGS
   There is a tendency in giving feedback to say only the obvious. Consider whether the thing you are reacting to really may be new information for the receiver. Many times, the thing which may be helpful new information is not simply a report of what you saw the receiver doing, but rather the way it caused you to feel or the situation you felt it put you in.

6. CHANGEABLE THINGS
   Feedback can lead to improvements only when it is about things which can be changed. Frustration is increased when a person is reminded of some short-coming over which he has no control.

7. NOT DEMAND A CHANGE
The concept of feedback should not be confused with the concept of requesting a person to change. It is up to the receiver to consider whether he wishes to attempt a change on the basis of new information. If you wish to include your reaction that you would like to see him change in certain ways, this might be helpful. What is not apt to be helpful is to say, in effect, "I have told you what's wrong with you, now change!"

8. NOT AN OVERLOAD
When learning how to give feedback, we sometimes tend to overdo it. It's as though we were telling the receiver, "I just happen to have a list of reactions here and if you'll settle back for a few hours I'll read them off to you." The receiver replies, "Wait a minute. I'd prefer you gave them to me one at a time at moments when I can really work on them. I can't handle a long list all at once." Give the other person opportunity to react or explain.

9. GIVEN TO BE HELPFUL
You should always consider your own reasons for giving your reactions. Are you trying to be helpful to the receiver? Or, are you really just getting rid of some of your own feelings or using the occasion to try to get the receiver to do something that would be helpful for you? If you are doing more than trying to help the receiver with feedback you should share your additional reasons so he will know better how to understand what you are saying. It takes into account the needs of both receiver and giver.

10. GIVER SHARES SOMETHING
Giving feedback can sometimes take on the feeling of a "one-upsmanship" situation. The receiver goes away feeling as though he's "not as good" as the giver, because it was his potential for improvement that was focused upon. The giver may feel in the position of having given a lecture from the lofty pinnacle of some imaginary state of perfection. The exchange often can be kept in better balance by the giver including some of his own feelings and concerns.

Some Guidelines for Receiving Feedback

1. STATE WHAT YOU WANT FEEDBACK ABOUT
Let the giver know specific things about which you would like his reactions. Ask for it.

2. CHECK WHAT YOU HAVE HEARD
Receive it openly. Don't make excuses. But, check to be sure you understand what the giver is trying to say. Because the topic is your own behavior, you may tend to move toward thinking about the meanings of the feedback before you are sure you are hearing it as it was intended.

3. SHARE YOUR REACTIONS TO THE FEEDBACK
Acknowledge the value of the feedback. Your own feelings may become so involved that you forget to share your reactions to his feedback with the giver. If he goes off not knowing whether or not he has been helpful and how you now feel toward him, he may be less apt to give you feedback in the future. The giver needs your reactions about what was helpful and what was not so as to know he is improving his ability to give you useful feedback.

HANDOUT 8:

EFFECTIVE LISTENING***

LISTENING TO THE OTHER PERSON is one of the three Dialog skills. This handout is designed to enable you to understand and use the skill of responding accurately and empathically.

Directions: When you interact in a dyad--and when you observe a dyad--check the extent to which the following behaviors are used. Discuss your conversation--and give feedback--in terms of these behaviors. Be sensitive to personal preferences and cultural differences.

1. READINESS. Listener reports to sender his or her readiness to listen and checks out sender's readiness to talk.

2. CONTACT. Listener attends to the partner by establishing and maintaining comfortable and appropriate eye-to-face, person-to-person contact.

3. LISTENER'S NONVERBAL COMMUNICATION. Listener makes appropriate physical contact with partner and utilizes other forms of nonverbal communication, such as gestures, tone of voice, facial expressions, movement, and body language.

4. SENDER'S NONVERBAL COMMUNICATION. Listener communicates awareness of sender's gestures, tone of voice, facial expressions, movement, and body language.

5. MEANING. Listener communicates sensitive awareness and empathic understanding of the meaning of sender's message--including the idea content and the feeling content, the point of view and the emotions of the sender.

6. CLARIFYING. Listener clarifies--i.e., makes more clear--the content and meaning of sender's message. Listener ask questions which facilitate self-exploration, self-awareness, and problem solving by the partner.

7. ADDING. Listener adds to partner's message--e.g., goes deeper or beyond what sender said; offers pertinent information and/or alternatives valuable to sender.

8. CHECKING OUT. Listener finds out whether sender feels accurately understood--and/or helped by clarifying and adding responses.

9. CARING. Listener communicates respect, acceptance, and caring for the partner. Listener shows respect for the needs, wants, values, interests, and attitudes of the partner.

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(over)

DIALOG NO-NO'S

These behaviors block effective communication. They decrease the communication satisfaction and inhibit the personal growth of one or both partners. Be alert. These are often unconscious patterns. Listen to your taped conversations. Ask for feedback. Listen to yourself talking.

1. Judging/evaluating: "That's bad." "You're wrong." "That was stupid."

2. Sending a "put-down" message: "You're not OK." "You're inferior." Or making sarcastic statements.

3. Blaming/shaming: "It's all your fault." "You ought to be ashamed."

4. Labelling/categorizing: "You men/women are all alike."

5. Moralizing/preaching: "You shouldn't do that. You should...."
   Rule: Don't should on people.

6. Injecting personal thoughts or feelings at variance with sender's message as a nonempathic first response. Guideline: Let your first response be an empathic response. Bringing up irrelevant ideas or information. Getting triggered off into one's own story: "That reminds me of when I...."

7. Manipulating/pressuring/pushing partner's buttons (doing something to evoke a desired response).

8. Being manipulated/allowing yourself to be controlled by your partner.

9. Getting "hooked"--taking responsibility for partner's feelings or problems. Advice giving/solving the other person's problem/sending "solution" messages.

10. Imposing your values, expectations, demands. "You ought to make a retreat."

11. Analyzing: "The problem with you is...."

12. Withdrawing/avoiding/not confronting: "I don't want to talk about it."

13. Ordering/telling your partner what to do: "Don't do that any more."

14. Dominating/not allowing enough give-and-take, back-and-forth interaction.

15. Generalizing: "You always...." "You never...."

16. Double-talking/sending contradictory messages: Stop it some more. Saying YO instead of YES or NO.

17. Holding in/suppressing/not expressing your feelings, needs, and wants.

18. Leaving unfinished business: unexpressed feelings or unresolved conflicts.

DIALOGS

MAXI-DIALOGS and MINI-DIALOGS are key learning experiences. The exercises have several purposes:

1. Improving your ability to relate (listen, talk, interact) effectively in one-to-one situations by practicing the attitudes and behaviors listed on the EFFECTIVE LISTENING handout.

2. Becoming more aware of how you (and others) communicate in one-to-one settings.

3. Practicing self-disclosure and clear self-expression.

4. Getting feedback on the way you relate. Giving feedback to others.

MAXI-DIALOG: We will describe and then demonstrate the maxi-dialog process in the fishbowl. After discussion, student volunteers pick partners and decide on a role play or "for real" interaction. Students (in pairs) will then do their maxi-dialogs. It may be helpful for partners to share their at-the-moment feelings when they first arrive "on stage" in the fishbowl -- before they dialog -- in order to acknowledge and express their feelings and alleviate any anxiety. The rest of the group can thus hear them and offer support.

Two Steps

1. Partners demonstrate (and taperecord) at least one Dialog No-No (chosen by them or assigned by instructor from the EFFECTIVE LISTENING handout). Time: 30-60 seconds.

   Discussion. Time: 3-5 minutes.

   a. Partners do interpersonal process recall (self, partner, and mutual recall and discussion of interaction). Tape replay is optional.

   b. Observers give feedback (and partners interact with them) in terms of the following questions--with emphasis on process:

      What were you sensing/thinking/feeling/wanting/doing when you were observing the interaction? Some sample "I" messages: I saw.../I heard.../I wondered.../I felt.../ I wanted.../ I was uncomfortable.../I liked.../...and other HOMEBASE experiences. Observers may ask open-end, exploratory questions.

      Any flashes? Insights/ Realizations?

      What did you learn?

   Note to OBSERVERS: Be sure to pay some attention to the receiver. Don't focus entirely on the sender. You need to give feedback to both persons.

2. Partners "do it right" by depicting the same situation as above but demonstrating one or more EFFECTIVE LISTENING skills (#1-9 on the

handout). The interaction is taped. Suggestion: Make it a "me 'n you" interaction rather than a discussion of abstract ideas. Time: 1-3 minutes.

Options during skit: Alter ego. Role reversal.

Discussion. Time: 6-8 minutes.

a. Partners do interpersonal process recall (self, partner, and mutual recall and discussion of interaction), using the EFFECTIVE LISTENING handout. Tape replay is suggested.

b. Observers give feedback (and participants interact with them) in terms of the above questions (1b) and the skilled behaviors listed on the EFFECTIVE LISTENING handout (#1-9). Observers can also say how they themselves would like to interact in a similar situation.

Total time for the MAXI-DIALOG: 11-17 minutes.

MINI-DIALOG: We will describe and then demonstrate the mini-dialog process in a foursome. After discussion, students pick partners and get into foursomes -- two pairs (A & C/B & D) sitting in a "plus sign" (+) formation. Partners interact on the basis of self-chosen content; for example, real issues between them; a role play, or items chosen from the Seiquist Personal Identity Survey or the Six Value Questions. Taping is recommended.

Four Steps

	A	A & C interact. C emphasizes effective listening.
1.	D ↓ B	A & C do interpersonal process recall (IPR).
	C	B & D give feedback (as in the maxi-dialog: 1b & 2b).
	A	B & D interact. D emphasizes effective listening.
2.	D ← B	B & D do IPR.
	C	A & C give feedback.
	A	C & A interact. A emphasizes effective listening.
3.	D ↑ B	C & A do IPR.
	C	D & B give feedback.
	A	D & B interact. B emphasizes effective listening.
4.	D → B	D & B do IPR.
	C	C & A give feedback.

In addition to giving feedback, observers can become alter egos or suggest a role reversal. Optional sequence of steps: 1, 3, 2, 4.

Time per step: Interaction: 3 minutes
IPR: 2 minutes
Feedback: 2 minutes

Total time: 7 minutes

DIALOGS was developed by JACK SEIQUIST during the fall semester, 1978.

An Excerpt From

"COMMUNICATION EFFECTIVENESS:
ACTIVE LISTENING AND
SENDING FEELING MESSAGES"

HANDOUT 10

by Jack N. Wismer

"I know you believe that you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."

"I" Messages and the Principle of Problem Ownerhsip (revised statement)

Since active listening is most appropriate when a person [one's partner] expresses feelings about a problem, it is necessary to ask who owns the problem. The principle of problem ownership can be demonstrated in the following situations.

1. Person A's needs are not being satisfied by his or her own behavior and A's behavior does not directly interfere with Person B's satisfaction of his or her own needs. Therefore, A owns the problem.

2. Person A's needs are being satisfied, but his or her behavior interferes in some way with Person B's satisfaction of his or her own needs and thus creates a problem for B. B then owns the problem.

3. Person A is satisfying his or her own needs, and his or her behavior does not directly interfere with Person B's needs. In this case, there is no problem.

Active listening is very useful, but it is not appropriate to use if another person's behavior is creating the problem.

COMMUNICATING ONE'S NEEDS

Ineffective Approaches

It is necessary for the person who owns the problem to know how to confront it and communicate his or her needs so that other people will listen. However, people frequently confront problems in a way that tends to stimulate defensiveness and resistance. The two most common approaches:

1. Evaluating--which communicates judgment, blame, ridicule, or shame ("Don't you know how to use that machine?"; "You're late again!"). This method has several risks: (a) it makes people defensive and resistant to further communication; (b) it implies power over the other person; and (c) it threatens and reduces the other person's self-esteem.

Reproduced from The 1978 Annual Handbook for Group Facilitators, J. William Pfeiffer and John E. Jones, Editors. La Jolla, CA. University Associates, Inc. 1978.

2. Sending solutions--which communicates what the other person should do rather than what the speaker is feeling ("If you don't come in on time, I'll have to report you"; "Why don't you do it this way?"). Sending solutions carries risks: (a) people become resistive if they are told what to do, even if they agree with the solution; (b) this approach indicates that the sender's needs are more important than the receiver's; (c) it communicates a lack of trust in other people's capacities to solve their own problems; and (d) it reduces the responsibility to define the problem clearly and explore feasible alternatives to a problem.

A More Effective Approach

Problems can be confronted and one's needs can be made known without making other people feel defensive. An effective communication message involves three components: (1) owning feelings, (2) sending feelings, and (3) describing behavior.

Ownership of feelings focuses on "who owns the problem." The sender of a message needs to accept responsibility for his or her own feelings. Messages that own the sender's feelings usually begin with or contain "I."

Sometimes, communicating feelings is viewed as a weakness, but the value of sending feelings is communicating honesty and openness by focusing on the problem and not evaluating the person.

Describing behavior concentrates on what one person sees and hears and feels about another person's behavior as it affects the observer's feelings and behavior. The focus is on specific situations that relate to specific times and places.

It is useful to distinguish between descriptions and evaluations of behavior. The underlined parts of the next statements illustrate evaluations of behavior:

"I can't finish this report if you are so inconsiderate as to interrupt me."

"You're a loudmouth."

The underlined parts of the following statements are descriptions of behavior:

"I can't finish this report if you constantly interrupt me."

"I noticed that you talked a lot during the meeting. I was feeling very uncomfortable about that."

A design for sending feeling messages can be portrayed as follows.

Ownership + Feeling Word + Description of Behavior = Feeling Message

Example:

"I (ownership) am concerned (feeling word) about finishing this report on time" (description of behavior).

The effectiveness of feeling messages can be attributed to several factors:

- "I" messages are more effective because they place responsibility with the sender of the message.
- "I" messages reduce the other person's defensiveness and resistance to further communication.
- Behavioral descriptions provide feedback about the other persons' behavior but do not evaluate it.
- Although "I" messages require some courage, they honestly express the speaker's feelings.
- Feeling messages promote open communication in work and personal relationships.

Achieving Dialog, Counseling 25
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HANDOUT 11:

HOW TO USE THE "I MESSAGE" *

The following "I messages" are examples of the basic skill of listening to myself, trusting, and expressing my inner experience.

1. I take responsibility: For example,

   "I must not be communicating clearly. Let me see if I can say it more clearly."

2. I'm feeling a sensation: For example,

   "I'm feeling my heart pounding as I'm starting to talk with you." OR, "I feel all tingly."

3. I'm feeling . . . (an emotion): For example,

   "I'm feeling frustrated." OR, "I'm annoyed."

4. I'm feeling . . . (a sensing or intuiting): For example,

   "I'm getting the feeling that you're not ready to talk with me right now. I don't feel like you're with me."

5. I express my likes and dislikes:

   "I don't like the way I'm feeling. I'm feeling uncomfortable--maybe upset--and I'm not sure why." OR, "I like being with you." OR, "I like the way I feel when I'm with you."

6. I express a value:

   "I value your opinion." OR, "I'm a very private person, and I value my privacy very highly."

7. I express a perception:

   "I'm perceiving some irritation in your voice. You sound angry to me. Are you?" OR, "I see a smile on your face and a twinkle in your eyes."

8. I express my point of view/an attitude:

   "The way I look at it is this: no risk, no growth. If I'm willing to take risks, then chances are that I'll be growing."

9. I share my evaluation:

   "I'm really pleased with the way things are going with us. We've got a good thing here."

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10. I express what I'm thinking:

"I think we need to listen to each other more--and do more paraphrasing to check out each other's meanings." OR, "I've got a great idea!" OR, "I wonder how you feel about what I just said." OR, "I think self-disclosing people are healthy people--physically, psychologically, and emotionally."

11. I express a judgment:

"I think you should protest that decision." OR, "I think you'd be prudent to consult an attorney about that."

12. I express an opinion:

"I'll tell you my opinion: No F grade ever enhanced anyone's sense of self-esteem!"

13. I make a suggestion:

"I suggest you talk with a counselor about that problem. I'm a friend, and that's different from being a counselor."

14. I express a plan:

"I plan to take you dancing more often." OR, "I plan to regularly check out what I'm hearing you say. I think I'll improve my listening skill that way."

15. I share a gut-level sensing/feeling:

"I sense that you're not comfortable with me." OR, "I'm sensing that something's going on with you. Do you need to talk? Do you need a hug--what?"

16. I share a fantasy:

"I'm already fantasizing about the good time we'll have together."

17. I share a dream:

"I dreamt that you and I were in Hawaii for a vacation!"

18. I express my need:

"I need to be quiet for awhile. I feel talked out."

19. I express a want:

"I want you to know where I'm coming from." OR, "I want you to know me." OR, "I would like us both to improve our communication skills; because I value our relationship, and I want us to become better friends."

20. I express a wish:

"I wish you'd tell me more about yourself."

21. I express a preference:

"I prefer to be alone right now." OR, "I would prefer not to right now--but thank you for asking."

22. I recall:

"I remember when we first met."

23. I share a decision (and take a risk):

"I've decided that I want to get to know you better--and I"m wondering how you feel about that."

24. I clarify my meaning:

"When I said that, I meant that I don't want to talk about it right now. I'm just not ready right now. I'm willing to talk about it later, OK?"

25. I share a belief:

"I believe in talking over problems in our relationship as soon as possible."

26. I express an intention:

"I intend to pay more attention to how I'm communicating. I want to use my skills more consciously."

27. I share a concern:

"I'm concerned about you. You seem troubled. I'm wondering--do you want to talk about it with me?"

28. I express a problem:

"I understand what you're saying, but I'm having a problem with what you're saying."

29. I share a commitment:

"I'm committed to both of us growing in this relationship!"

30. I express a personal bias:

"I frankly am biased against people who aren't learning and growing. I prefer to cultivate friendships with people who are into growing as persons."

31. I tell my expectation:

"I have an expectation--a hope--that we'll become better friends."

32. I use a command:

"Wait a minute! Wait a minute! I don't feel heard." OR, "Kiss me quick!" OR, "Gimme a hug!" OR, "Tell me what's going on with you. I'd really like to know what's happening."

HANDOUT 12:

SEIQUIST PERSONAL IDENTITY SURVEY *

Part I: Self-concept/Self-awareness

Directions: This is not a test. This is a survey. There are no right or wrong or best answers. This survey is designed for you to explore how you see yourself and how you feel about yourself.

Please respond to the following personal statements. Circle the response that best fits you and most accurately describes the way you generally think or feel or behave.

a. I strongly disagree
b. I disagree
c. I'm unsure
d. I agree
e. I strongly agree

Respond to the statements as best you can. Make your own interpretation of each statement. Do not discuss the statements with anyone. Trust your spontaneous, gut-level reaction. Work at your own pace. Keep moving through the items.

Statement	Response
1. I know who I am.	1. a b c d e
2. I feel at home and comfortable with myself.	2. a b c d e
3. I trust myself.	3. a b c d e
4. I am a unique individual.	4. a b c d e
5. I am an interesting person.	5. a b c d e
6. I like the sex I am.	6. a b c d e
7. I like my body.	7. a b c d e
8. I like my appearance.	8. a b c d e
9. I experience myself as a conscious and free being.	9. a b c d e
10. I have the power to become increasingly more aware of myself.	10. a b c d e
11. I experience myself as having the freedom to choose my attitudes, my values, and my whole way of life.	11. a b c d e

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Statement	Response
12. I feel good about my intelligence.	12. a b c d e
13. I am free to decide for myself what I want to be and do.	13. a b c d e
14. I am a creative person.	14. a b c d e
15. I create the person I am.	15. a b c d e
16. I like the person I am.	16. a b c d e
17. I am a trustworthy person.	17. a b c d e
18. I like people.	18. a b c d e
19. I trust people.	19. a b c d e
20. I let other people know me.	20. a b c d e
21. I let people touch me.	21. a b c d e
22. I take responsibility for creating and maintaining my friendships.	22. a b c d e
23. I have a close friend in whom I confide.	23. a b c d e
24. I have a secret self that I reveal to no one.	24. a b c d e
25. I know who my friends are--and who my enemies are. I recognize those who are nourishing to me, those who are not, and those who are poisonous to me.	25. a b c d e
26. I am an ethical, moral person.	26. a b c d e
27. I recognize both "angel" and "devil" in myself.	27. a b c d e
28. I act the way I feel is right for me.	28. a b c d e
29. I am a lovable person.	29. a b c d e
30. I am a loving person.	30. a b c d e
31. I like my style as a person.	31. a b c d e
32. I am an important person.	32. a b c d e

Statement	Response
33. I know what I am able to do well.	33. a b c d e
34. I am a self-starter. I get myself going on the things I want to do.	34. a b c d e
35. I feel good about my ability to cope with my problems.	35. a b c d e
36. I can live my life, and I can also step back and reflect on it.	36. a b c d e
37. I like my philosophy of life.	37. a b c d e
38. I am living the way I want to live.	38. a b c d e
39. I give myself permission to experience whatever it is I need to experience.	39. a b c d e
40. It's OK for me to want what I want just because I want it. I don't have to explain or defend or justify myself to others.	40. a b c d e
41. I make mistakes. I learn from my mistakes. I recognize that this is part of being human.	41. a b c d e
42. I like my sense of humor.	42. a b c d e
43. I have a sense of direction and purpose in my life.	43. a b c d e
44. I choose the meaning of my life.	44. a b c d e
45. I regard myself as an intellectual, "Thinking-type" person.	45. a b c d e
46. I am in touch with my body and my bodily senses.	46. a b c d e
47. I know many things simply by intuiting them.	47. a b c d e
48. I regard myself as a sensual person.	48. a b c d e
49. I am an emotional and feelingful person.	49. a b c d e
50. I know how to recognize what I am feeling.	50. a b c d e

Statement	Response
51. I control my emotions rather than let my emotions control me.	51. a b c d e
52. I can give myself good feelings or bad feelings--whichever I choose.	52. a b c d e
53. I am the director of my life.	53. a b c d e
54. I have within myself the power to grow as a person.	54. a b c d e
55. I am a powerful person and I make use of my power.	55. a b c d e
56. I have the power to say NO or YES--whichever is right for me.	56. a b c d e
57. I have the power to state my preferences.	57. a b c d e
58. I have the power to choose my basic attitudes toward the circumstances of my life.	58. a b c d e
59. I have within myself the power to change my life.	59. a b c d e
60. I can be the way I want to be. It's within my power to choose.	60. a b c d e
61. Deep down, I know I can do whatever it is I really want to do.	61. a b c d e
62. I can learn whatever it is I need to know.	62. a b c d e
63. I like to be alone with myself.	63. a b c d e
64. I find within myself the source of my happiness.	64. a b c d e
65. I take good care of myself.	65. a b c d e
66. I am living in a way which is deeply satisfying to me and which truly expresses the person I am.	66. a b c d e
67. I make open, tentative, and flexible plans for my future.	67. a b c d e

Statement	Response
68. I have learned to play with possibilities.	68. a b c d e
69. I am the most important person in my world.	69. a b c d e
70. No matter who comes and goes in my life, I'll always have me.	70. a b c d e
71. I cannot be for others unless I first can be for me.	71. a b c d e
72. I feel positive, confident and good about myself.	72. a b c d e
73. I am enthusiastic about being alive.	73. a b c d e
74. I am a learning, growing, changing person.	74. a b c d e
75. I realize that the process of self-realization/self-actualization takes a long time, is a difficult task, and is rarely (if ever) completely achieved by anyone.	75. a b c d e
76. I am the world's greatest living authority on ME.	76. a b c d e
77. I am the final judge of my life and my work. No one else's opinion counts as much as mine.	77. a b c d e
78. I am who I am.	78. a b c d e

Conclusion: Please check your spontaneous response to this experience:

I feel:

___ strongly negative
___ negative
___ neutral
___ positive
___ strongly positive

It may also be valuable to you to reflect on the following questions. (You may use binder paper for this purpose.)

1. What are you feeling right now? Which feelings can you identify? How are you feeling about yourself?
2. What have you learned about yourself?
3. Are you aware of any changes in your feelings during this experience?
4. Is there anything you want to change about yourself or your life situation as a result of this experience?

HANDOUT 13:

SEIQUIST PERSONAL IDENTITY SURVEY *

Part II: Responsibility

Directions: This is not a test. This is a survey. There are no right or wrong or best answers. This survey is designed for you to explore how you see yourself and how you feel about yourself.

Please respond to the following personal statements. Circle the response that best fits you and most accurately describes the way you generally think or feel or behave.

a. I strongly disagree
b. I disagree
c. I'm unsure
d. I agree
e. I strongly agree

Respond to the statements as best you can. Make your own interpretation of each statement. Do not discuss the statements with anyone. Trust your spontaneous, gut-level reaction. Work at your own pace. Keep moving through the items.

Statement	Response
1. I am the center of my universe.	1. a b c d e
2. I am responsible to myself for myself.	2. a b c d e
3. I am responsible for making sense out of my existence.	3. a b c d e
4. I can look at myself in a mirror and sincerely say, "I care about you."	4. a b c d e
5. I set aside time so I can be alone with myself.	5. a b c d e
6. I sometimes have a heart-to-heart talk with myself.	6. a b c d e
7. In my life I come first.	7. a b c d e
8. I trust myself. I listen to what my total organism is telling me. I act upon what I hear.	8. a b c d e
9. I am aware that I can deceive myself. On occasion, I allow myself to engage in self-doubt--keeping this process in balance with my basic self-trust.	9. a b c d e

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	Statement	Response
10.	I am responsible for my own personal growth.	10. a b c d e
11.	I'm aware of areas in my life where I need and want to grow.	11. a b c d e
12.	I am responsible for my physical and emotional health.	12. a b c d e
13.	I am responsible for my own happiness.	13. a b c d e
14.	I control my own life and my own destiny by the choices I make.	14. a b c d e
15.	I sometimes don't take responsibility when I know I could.	15. a b c d e
16.	I sometimes prevent myself from doing things I can do--things I <u>want</u> to do.	16. a b c d e
17.	I accept the consequences of my choices.	17. a b c d e
18.	I take credit for my successes.	18. a b c d e
19.	I accept responsibility for my shortcomings and failures.	19. a b c d e
20.	I take responsibility for my behaviors (my actions and omissions). I do not blame or accuse others for what I have done.	20. a b c d e
21.	I am responsible for everything I do.	21. a b c d e
22.	I am responsible for meeting my needs.	22. a b c d e
23.	I am responsible for letting other people know what I'm feeling and wanting.	23. a b c d e
24.	I know that it's OK and it's important for me to satisfy my needs.	24. a b c d e
25.	I take responsibility for the way I feel.	25. a b c d e
26.	I take responsibility for what I think and for the opinions I hold.	26. a b c d e
27.	I take responsibility for my decisions and plans.	27. a b c d e
28.	I create my future.	28. a b c d e

Statement	Response
29. I'm willing to take risks. (No risk, no growth.)	29. a b c d e
30. I make my own decisions about how and with whom I spend my time.	30. a b c d e
31. Whatever I'm feeling or thinking or doing, I can say: "I am choosing this. I am responsible. I accept the consequences."	31. a b c d e
32. I am the cause of at least some of my pain and suffering.	32. a b c d e
33. I sometimes set myself up for problems.	33. a b c d e
34. I sometimes make myself sick.	34. a b c d e
35. I find it helpful to assume that, when things happen in my life, I am responsible.	35. a b c d e
36. I can choose the way I want to feel.	36. a b c d e
37. I am responsible for the way I react to others.	37. a b c d e
38. As much as possible, I do things because I want to--not because I have to.	38. a b c d e
39. I don't have to please other people.	39. a b c d e
40. I don't have to be perfect.	40. a b c d e
41. I am not in this world to live up to other people's expectations.	41. a b c d e
42. I don't need anybody's permission. I give myself permission.	42. a b c d e
43. I sometimes keep myself from learning and growing.	43. a b c d e
44. I sometimes scare myself.	44. a b c d e
45. I sometimes hold back and don't use my power when I really want to.	45. a b c d e
46. I take responsibility for the limitations I place on myself.	46. a b c d e

Statement	Response
47. I sometimes give away my power to others.	47. a b c d e
48. I take responsibility for the restrictions I allow others to impose on me.	48. a b c d e
49. I recognize and accept my need for other people.	49. a b c d e
50. I can honestly say I care about other people.	50. a b c d e
51. I acquire responsibilities by reason of the roles I choose as a member of society.	51. a b c d e
52. I respect the need of other people.	52. a b c d e
53. I have a responsibility to respect the rights of others.	53. a b c d e
54. I believe in letting other adults be responsible for themselves.	54. a b c d e
55. I am not responsible for any other adult's happiness (or sadness).	55. a b c d e
56. I am not responsible for what other adults say or do (or fail to do).	56. a b c d e
57. I am not responsible for other people's feelings and reactions.	57. a b c d e
58. I see other persons as human beings who need and deserve to be respected, loved, and understood. Persons are not things to be used or manipulated.	58. a b c d e
59. Because I am somehow one with all other human beings, I see us all as somehow brothers and sisters--as somehow being responsible to each other and for each other.	59. a b c d e
60. I can be good to others by developing myself to the fullest.	60. a b c d e
61. I have a responsibility to use my power for the good of others as well as for my own good.	61. a b c d e

Statement	Response
62. I am concerned about effecting changes in our society.	62. a b c d e
63. I can choose to be interdependent in a relationship.	63. a b c d e
64. I take responsibility for letting others really know me.	64. a b c d e
65. I take responsibility for how much I'm willing to disclose to others.	65. a b c d e
66. I think it is sometimes appropriate for me to say, "I don't care."	66. a b c d e
67. I know what I am willing to live for.	67. a b c d e
68. I know what I am willing to fight for.	68. a b c d e
69. I know what I am willing to die for.	69. a b c d e
70. I love life.	70. a b c d e
71. I enjoy life.	71. a b c d e
72. I criticize/oppose the enemies of life.	72. a b c d e
73. I have a responsibility to speak out against injustice.	73. a b c d e
74. I am willing to listen to what other people say about me, but in the last analysis I must be the judge of my life and my work.	74. a b c d e

Conclusion: Please check your spontaneous response to this experience:

I feel:

____ strongly negative
____ negative
____ neutral
____ positive
____ strongly positive

It may also be valuable to you to reflect on the following questions. (You may use binder paper for this purpose.)

1. What are you feeling right now? Which feelings can you identify? How are you feeling about yourself?
2. What have you learned about yourself?
3. Are you aware of any changes in your feelings during this experience?
4. Is there anything you want to change about yourself or your life situation as a result of this experience?

INVENTORY OF ANGER COMMUNICATION (IAC)

Millard J. Bienvenu, Sr.

Anger is a very basic human emotion that plays an important role in the way we communicate with others. This inventory offers you an opportunity to make an objective self-study of how anger affects you and how you deal with it in your daily contacts with others. This increased awareness on your part may provide insights and clues for feeling more comfortable with yourself and improving your relationships with others. Please do not place your name on this form; if any of the questions are offensive to you, feel free not to answer them.

Directions:

- Please answer each question as quickly as you can according to the way you feel *at the moment* (not the way you usually feel or felt last week).
- Please do not consult with anyone while completing this inventory. You may discuss it with someone after you have completed it. Remember that the value of this form will be lost if you change *any* answer during or after the discussion.
- Honest answers are necessary. Please be as frank as possible, since your answers are confidential.
- Use the following examples for practice. Put a check (✓) in *one* of the three blanks on the right to show how the question applies to your situation.

	Yes (usually)	No (seldom)	Sometimes
Do you have a tendency to take digs at others?	_____	_____	_____
Do you get very upset when someone disagrees with you?	_____	_____	_____

- The **Yes** column is to be used when the question can be answered as happening *most of the time or usually*. The **No** column is to be used when the question can be answered as *seldom* or *never*.
- The **Sometimes** column should be marked when you cannot definitely answer **Yes** or **No**. *Use this column as little as possible.*
- Read each question carefully. If you cannot give the exact answer to a question, answer the best you can but be sure to answer each one. There are no right or wrong answers. Answer according to the way *you* feel *at the present time*.

	Yes (usually)	No (seldom)	Sometimes
1. Do you admit that you are angry when asked by someone else?	_____	_____	_____
2. Do you have a tendency to take your anger out on someone other than the person you are angry with?	_____	_____	_____
3. When you are angry with someone, do you discuss it with that person?	_____	_____	_____

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	Yes (usually)	No (seldom)	Some-times
4. Do you keep things in until you finally explode with anger?			
5. Do you pout or sulk for a long time (a couple of days or so) when someone hurts your feelings?			
6. Do you disagree with others even though you feel they might get angry?			
7. Do you hit others when you get angry?			
8. Does it upset you *a great deal* when someone disagrees with you?			
9. Do you express your ideas when they differ from those of others?			
10. Do you have a tendency to be very critical of others?			
11. Are you satisfied with the way in which you settle your differences with others?			
12. Is it very difficult for you to say nice things to other people?			
13. Do you have good control of your temper?			
14. Do you become depressed very easily?			
15. When a problem arises between you and another person, do you discuss it without losing control of your emotions?			

Please go back and circle any questions that were not clear to you.

16. Do you have a tendency to criticize or put down other people?			
17. When someone has hurt your feelings do you discuss the matter with that person?			
18. Do you have frequent arguments with others?			
19. Do you often *feel* like hitting someone else?			
20. Do you, at times, feel some anger toward someone you love?			
21. Do you have a strong urge to do something harmful?			
22. Do you keep your cool (control) when you are angry with someone?			
23. Do you tend to feel very bad or very guilty after getting angry at someone?			
24. When you become angry, do you pull away or withdraw from people?			
25. When someone is angry with you, do you automatically or quickly strike back with your own feelings of anger?			

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	Yes (usually)	No (seldom)	Some-times
26. Are you aware of when you are angry?			
27. Provided the timing is appropriate, do you express your angry feelings without exploding?			
28. Do you tend to make cutting remarks to others?			
29. Do you control yourself when things do not go your way?			
30. Do you feel that anger is a normal emotion?			

Please go back and circle any questions that were not clear to you.

CHECK YOURSELF OUT

Directions: Please write down the first thing that comes to your mind when you read the following words or phrases. Be honest with yourself in order to gain the most from this exercise.

1. When people get mad they should _____

2. Feeling angry is _____

3. People who get angry are _____

4. When I get angry I _____

5. I get angry when _____

6. People make me angry when _____

7. When my father got angry he _____

8. When my mother got angry she _____

9. The best way to describe myself is _____

General Information

My age _____ Sex: ☐ Male ☐ Female Education _____

Occupation _____ Religion _____

My marital status: ☐ Single ☐ Married ☐ Divorced ☐ Separated ☐ Widowed

In my family, I am(was) the: ☐ Oldest Child ☐ Middle Child ☐ Youngest Child ☐ Only Child

While I was growing up, my parents were: ☐ Married and living together ☐ Separated/divorced ☐ One or more deceased

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INVENTORY OF ANGER COMMUNICATION
SCORING KEY

Instructions: Look at how you responded to each item in the IAC. In front of the item write the appropriate weight from the table on this page. For example, if you answered "Yes" to item 1, you would find below that you get three points; write the number 3 in front of item 1 in the inventory and proceed to score item 2. When you have finished scoring each of the thirty items, add up your total score.

Scoring Interpretation

Generally, the higher the sum of scores, the more effectively you are handling your angry feelings. Review your answers to each item to see if a pattern of anger expression can be discerned. Attend carefully to the items you marked "sometimes"; they may indicate areas for explanation and work. Discuss your inventory with someone who knows you well for a perception check.

Norms for the Inventory of Anger Communication are not available currently. If you are interested in norm development or more technical information on the inventory, contact the author.

	Yes	No	Sometimes		Yes	No	Sometimes
1.	3	0	2	16.	0	3	1
2.	0	3	1	17.	3	0	2
3.	3	0	2	18.	0	3	1
4.	0	3	1	19.	0	3	1
5.	0	3	1	20.	3	0	2
6.	3	0	2	21.	0	3	1
7.	0	3	1	22.	3	0	2
8.	0	3	1	23.	0	3	1
9.	3	0	2	24.	0	3	1
10.	0	3	1	25.	0	3	1
11.	3	0	2	26.	3	0	2
12.	0	3	1	27.	3	0	2
13.	3	0	2	28.	0	3	1
14.	0	3	1	29.	3	0	2
15.	3	0	2	30.	3	0	2

HANDOUT 15:

Jack Seiquist
Instructor-Learner

DIALOG CONTINUUM ***

DIALOG occurs at different levels. The following continuum is designed to assist you in assessing the various levels of communication in your relationships. (The most humanly satisfying level is rated 5.)

Level 1 — 2 — 3 — 4 — 5

Level 1. Casual conversation with a stranger. Characterized by talk about weather, news, sports, etc. No self-disclosure. No sharing of oneself or one's personal life. Focus is "out there" -- "then and there." Some personal satisfaction for one or both partners.

Level 2. Chat with an acquaintance/talk with a co-worker. Accompanied by some self-disclosure and limited sharing of feelings. Exchange mostly on the level of ideas, information, news, and "outside" things. Satisfying to one or both partners.

Level 3. Talk with a friend. Discussion of ideas, information, news and "outside" things plus a fairly free and open exchange of inner personal events; especially concerns; problems; feelings; perceptions of oneself and of the other (i.e. feedback).

Level 4. In-depth conversation with a close friend. Both partners are fully present to each other. Open, mutual exchange of feelings; thoughts; concerns; problems; needs, wants, and preferences; values and beliefs; hopes and aspirations; perceptions of oneself and of the other (feedback).

Level 5. Deep communing with a very close friend. A union of persons is effected through mutual knowledge, respect, acceptance, understanding, love,* and sharing. Strong "we" feeling. Focus is "in here" -- "between us" -- "here and now." Sometimes few words are needed. At other times conversations are lengthy and profound. Time spent together is very meaningful and highly satisfying to both persons.

* trust

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West Valley College
Achieving Dialog

Jack Seiquist
Instructor-Learner

HOMEBASE ***

We humans are interesting, fascinating, intriguing -- even mysterious -- beings. Our inner life is amazingly rich. We are capable of so much, yet we are aware of -- and use -- so little of our human potential. We have great mental and spiritual powers, some of which remain dormant, untapped, unactualized. Nevertheless, there is always a great deal of activity going on within the human organism. But this activity is sometimes not easily accessible to our conscious awareness.

It is possible, however, to become more aware of our inner richness. If we want to gain fuller self-awareness and open up our consciousness, we need to LISTEN OPENLY, DEEPLY, AND ACCEPTANTLY TO OURSELVES. We need to LISTEN TO HOMEBASE.

LISTENING TO HOMEBASE is rewarding in itself. Self-awareness brings a special personal satisfaction. (Remember the counsel of Socrates: "Know yourself.")

LISTENING TO HOMEBASE also gives us something to talk about. HOMEBASE is a deep well -- an ever flowing fountain. There is always something going on inside. By listening to ourselves, we tune in to an unending source of material for conversation. HOMEBASE is a springboard for DIALOG.

What does go on inside? If we listen to HOMEBASE, what can we discover? The following list is not complete, but it will give some idea of the tremendous variety of our inner experience.

1. Sensory Data	2. Expectations	3. Assumptions
4. Feelings	5. Emotions	6. Inner Sensing
7. Likes	8. Dislikes	9. Loves
10. Hates	11. Values	12. Beliefs
13. Attitudes	14. Perceptions	15. Impressions
16. Thoughts	17. Ideas	18. Opinions
19. Judgments	20. Evaluations	21. Conclusions
22. Fantasies	23. Dreams	24. Needs
25. Wants	26. Wishes	27. Preferences
28. Memories	29. Plans	30. Decisions
31. Committments	32. Meanings	33. Reasons
34. Motives	35. Intentions	36. Concerns
37. Problems	38. Hopes	39. Aspirations
40. Prejudices	41. Demands	42. Directions
43. Commands	44. Requests	45. Questions
46. Inferences	47. Interpretations	48. Wonderings

We can (and may need to) simplify all this complexity. Miller, Nunnally, and Wackman ask us to visualize the Awareness Wheel with five dimensions (see Alive and Aware, page 31): (1) Sensing (2) Thinking (3) Feeling (4) Wanting (5) Doing.

If we listen to HOMEBASE, we can become more aware of our inner organismic life. We can consciously take responsibility for our internal experiences. We can choose to hold them in or to freely express them. We can choose to share them with others or to keep them secret.

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APPENDIX C

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APPENDIX D

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

AN EVALUATION OF A MODEL COURSE IN DYADIC COMMUNICATION

By

Jack Seiquist

May, 1979

The purpose of the study was to conduct a comprehensive evaluation of a model course in dyadic communication. The course, called Achieving Dialog, is designed to teach students about the nature of dialog and its essential elements through reading and discussion of pertinent literature and through skills training. The focus is on face-to-face relating in the communication context of close relationships and friendships.

The three main hypotheses were as follows: (1) professional educators would indicate that the Dialog course is appropriate for the curriculum of higher education; (2) current Dialog students would indicate that the COURSE DESCRIPTION FOR ACHIEVING DIALOG was "sufficiently clear" in stating instructor expectations and was helpful as a guide both for study and for organizing their journals; (3) the Dialog course would contribute to increases in student self-actualization, internality, and dyadic communication competence. A secondary hypothesis was that the Dialog course would be more effective than the Interpersonal Communication course in contributing to increases in dyadic communication competence.

The following procedures were utilized. First, thirty-two qualified professionals were asked to evaluate the appropriateness of

the course by completing the form, PROFESSIONAL EVALUATION OF THE ACHIEVING DIALOG COURSE. Mean ratings of the course as a whole--and of the various sections of the course description--were calculated. Individual responses can be found in Appendix J. Comments were analyzed for majority and minority positions.

Second, current Dialog students rated the clarity and usefulness of the study guide by completing the form, STUDENT EVALUATION OF THE COURSE DESCRIPTION. Mean ratings of the course description as a whole--and each of its sections--were calculated, along with percentages of responses to the two questions concerning the usefulness of the course description. Comments were analyzed for majority and minority positions.

The third hypothesis was tested in two ways: through written student evaluation and statistical analyses of test results. First, current Dialog students critiqued the effectiveness of the course in aiding them to attain course goals. Responses to the questionnaire were tallied and percentages calculated. Comments were analyzed for common themes. Professional and student feedback was utilized to revise the course description. Second, a quasi-experimental design was utilized, with two experimental groups and three control groups; namely, two Dialog classes (experimental--E1 and E2); two Interpersonal Communication classes (C1 and C2); and a third control group (C3) comprised of volunteer students who were taking neither Dialog nor Interpersonal Communication. The study involved 110 subjects (all groups). The Dialog course--i.e., the instructional process--constituted the treatment or independent variable. Self-actualization, internality, and dyadic communication competence were the dependent variables. Statistical analyses were made of pre- and post-test data obtained from the Personal Orientation Inventory (POI), as a measure of self-actualization--using the major

scales of time competence (POI-TC) and inner support (POI-I); the Adult Nowicki-Strickland Internal-External Control Scale (ANS-IE), as a measure of internality; and the Interpersonal Communication Inventory (ICI), as a measure of dyadic communication competence.

The first hypothesis was supported by a mean rating of "above average" appropriateness for the course as a whole. Eleven professional evaluators (39 percent) indicated that Achieving Dialog meets important educational needs not met by the current Interpersonal Communication course. Eighteen professionals (69 percent) indicated that they would recommend "a course like Achieving Dialog" for adoption into the curriculum of their college/university.

The second hypothesis was supported by a mean rating which indicated that current Dialog students found the course description as a whole to be "quite clear" in its statement of instructor expectations. Four out of five students reported that the course description was helpful as a guide both for study and for organizing their journals.

The third hypothesis was supported by student feedback and by the statistical analyses. Responses on the form, COURSE EVALUATION, showed that students reported increases in abilities related to course goals. Nine out of ten students reported that they were "satisfied" in terms of their "overall feelings" about the course. Using the .05 level of significance, independent t tests (two-tailed) showed no significant differences between the mean change scores of the following groups on the four measures: E1 and C1; E2 and C1; E2 and C2; E2 and C3; C2 and C3; and (E1 + E2) and (C1 + C2). In addition, there were no significant differences between the following groups: E1 and C2 on the POI-TC, the ANS-IE,

and the ICI; E1 and C3 on the POI-TC and the ANS-IE; C1 and C3 on the POI-TC and the ANS-IE; (E1 + E2) and C3 on the POI-TC; and (C1 + C2) and C3 on the POI-TC and the ANS-IE. Significant differences were found between the means of the change scores of the following groups:

1. E1 and C2 on the POI-I ($p < .05$)
2. E1 and C3 on the POI-I ($p < .01$)
3. E1 and C3 on the ICI ($p < .05$)
4. C1 and C3 on the POI-I ($p < .001$)
5. C1 and C3 on the ICI ($p < .02$)
6. (E1 + E2) and C3 on the POI-I ($p < .01$)
7. (E1 + E2) and C3 on the ICI ($p < .05$)
8. (C1 + C2) and C3 on the POI-I ($p < .05$)
9. (C1 + C2) and C3 on the ICI ($p < .05$)

Analyses of the data led to the following conclusions. Professional educators were supportive of the concept of the Dialog course. Student evaluations indicated that the instructor's expectations were clearly stated and that the course description was useful as a guide for study and for completing their journals. Specific suggestions from both professionals and students led to an improved course description (Appendix K). Student evaluations indicated that the Dialog course was effective in assisting them to attain stated goals. Students indicated their satisfaction with the course and reported its practical usefulness in their daily lives.

Statistical analyses provided no evidence that either the Dialog course or the Interpersonal Communication course led to increased self-actualization, as measured by the POI-TC, or increased internality, as

measured by the ANS-IE. Findings indicated that both the Dialog course and the Interpersonal Communication course contributed to increased self-actualization, as measured by the POI-I, and increased dyadic communication competence, as measured by the ICI. There was no evidence that the Dialog course was more effective than the Interpersonal Communication course in contributing to increases in dyadic communication competence, as measured by the ICI. Dialog student responses on the COURSE EVALUATION and increased self-actualization scores on the POI-I indicated that students experienced increased self-esteem and self-confidence. Thus, important affective goals were attained.

It was recommended that: further research be conducted on the effects of the Dialog course; the study be published in ERIC; a follow-up article be published in ERIC, including the instructional materials currently used in the Dialog course; through professional articles and presentations, Achieving Dialog be publicized as a new course for the communication curriculum of higher education.